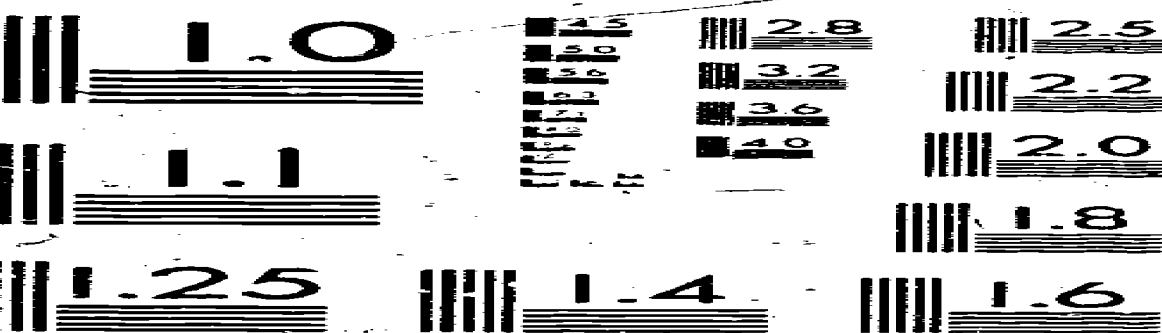


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**ABSTRACT**

An English as a Second Language (ESL) project was conducted for parents of Mexican-American students in the Florence-Firestone neighborhood of Los Angeles. The major part of the curriculum was built on home-school communication to allow parents to learn the language of the school setting. Other objectives were to establish more effective dialogue between home, school and community and to encourage involvement in PTA, School Board and other public meetings. A bilingual counselor explained counseling services available for parents and students. Twenty-nine teachers offered morning and evening ESL classes for two academic years. Child care was available for day classes. Bilingual teacher aides were used. Seventy special lessons in home-school-community communication skills were developed, stressing the audiolingual approach. Community and city resources were widely used. Project accomplishments have been positive, as evidenced in: (1) the high attendance of Mexican-American parents at parent and civic meetings; (2) group orientations and individual counseling; (3) the numerous social and cultural activities held on school sites; (4) student surveys showing that ESL lessons were instrumental in creating a better understanding of the school system; and (5) the positive opinion of the project held by parents, community leaders, and school personnel. The special lessons are provided. (KM)

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# FLORENCE - FIRESTONE PROJECT

"BUILDING COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY"

July 1, 1970 to June 30, 1972

OFFICE OF EDUCATION GRANT NO. OEG-0-71-4395 (324)

ADULT BASIC EDUCATION PROGRAM  
DIVISION OF CAREER AND CONTINUING EDUCATION  
LOS ANGELES UNIFIED SCHOOL DISTRICT

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## FOREWORD

The following report represents a final account of the operational activities of the Florence-Firestone Project, "Building Communication Skills: Home-School-Community". This final report is submitted in fulfillment of contractual obligations with the United States Office of Education.

Grateful acknowledgement is hereby given to the men and women who made this project happen:

Coordinator, Special Programs, Division of  
Career and Continuing Education - Dr. Robert F. Schenz  
Project Operational Director - Ruben Zacarias  
Teacher Consultant - Ralph Shower, Jr.  
Counselor - Mario Knez  
Clerk-Stenographer - Lupe Gonzalez  
The Project teaching staff and community aides

The Fremont Community Adult School Staff, particularly  
V. Dane Lowry, Principal and Gladys Brown, Secretary

Special thanks to Tom Bauer, James Figueroa, Lonnie Farrell,  
Jack LaGuardia, and Angie Salazar for their contributions.

And to the students, the schools, the County Model Neighborhood  
Program, and the Florence-Firestone community as a whole,  
without whose support and cooperation this project would not  
have been possible.

Robert C. Rumin, Supervisor  
Adult Basic Education Program

Abram Friedman  
Assistant Superintendent  
Division of Career and Continuing Education  
Los Angeles City Unified School District

## ABSTRACT

### Purpose

There exists in the Florence-Firestone neighborhood in South Central Los Angeles a large pocket of Mexican-Americans. Sixty-four percent of the school population is Spanish surnamed in four contiguous Los Angeles City elementary schools.

Mexican-American parents have long encountered difficulty in communicating with school personnel about their youngster's progress within the school. In addition, participation by these parents in school activities has been almost non-existent. This project recognizes two primary reasons why this difficulty exists.

First, most Mexican-American parents use and understand only Spanish, their native language. The existence of this situation prevents them from understanding and expressing themselves in the English language. Because of this language barrier the Mexican-American parent refrains from participating in school-related activities. Secondly, the presence of a highly developed educational system has brought about the need for learning a specialized school related vocabulary.

It was the objective of this project to reach the parents of these youngsters and establish adult classes in English as a Second Language in which the major part of the curriculum would be built on home-school communication. Parents would have the opportunity of learning the language of the school setting to which they send their children. Through these classes more effective dialogue could be established between home, school and community. Involvement in PTA, School Board, and other public meetings was to be encouraged. A bilingual counselor was assigned to assist the parents in understanding the counseling services available for themselves and their youngsters.

### Procedure

Twenty-nine teachers offered morning and evening classes in English as a Second Language. Classes ran from September 14, 1970 to June 17, 1971, and from September 13, 1971 to June 16, 1972. Classes were conducted at six sites (4 schools, 1 park, and 1 church location). All sites were within easy walking distance for the students. Child care was available for day classes. Bilingual teacher aides assisted in the classroom and served as community liaison.

Seventy special lessons in home-school-community communication skills were developed and put into classroom use. The audio-lingual approach to teaching English was stressed and instruction was structured around the immediate community environment.

The many resources of the Los Angeles City School District were coordinated to assist the parents and their children. The elementary schools, PTA's, and advisory committees gave their enthusiastic cooperation. Fremont Community Adult School maintained all teacher payroll

and administrative record-keeping. Close liaison was kept with the State Bureau of Adult Education through the bureau consultant assigned to the Los Angeles area.

Liaison was established with the Los Angeles County Model Neighborhood Program (Model Cities) and other county and state agencies. Through their auspices, health and social services were made available to students.

### Results and Recommendations

Project accomplishments have been extremely positive. School participation by Mexican-American parents was more than encouraging as evidenced by their high attendance at numerous parent and civic organizations meetings.

Greater awareness of school and community resources was created through group orientations and individual counseling. Over 1500 students received individual counseling.

In keeping with our concept of making schools the social and cultural, as well as academic, centers of the neighborhood, numerous social and cultural activities were held on school sites.

Student surveys showed that the ESL lessons emphasizing home-school communication skills were instrumental in creating a better understanding of the school system.

The project was considered a great success by parents, community leaders, and school personnel. It is the consensus opinion of all involved parties that this project should be replicated wherever Spanish-speaking communities exist.

In conclusion, the project stands as a model of how the united efforts of schools, parents, and community resources can produce positive results for the betterment of schools and the community as a whole.

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FLORENCE-FIRESTONE PROJECT  
"Building Communication Skills: Home-School-Community"

INTRODUCTION

There exists in the Florence-Firestone neighborhood in South Central Los Angeles a large pocket of Mexican-Americans. According to the official Los Angeles City Schools Ethnic Survey (Fall, 1971), four adjoining elementary schools have 2,495 youngsters with Spanish surnames or 64% of that school population: Florence Avenue School (85% Spanish surname), Lillian Street School (78%), Graham School (63%), and Miramonte School (52%).

Mexican-American parents in this area have long encountered difficulty in communicating with school personnel about their youngster's progress. This lack of developed communication skills has further prevented them from becoming totally involved in the activities of their children's school.

There are several primary reasons why this difficulty exists.

First, most Mexican-Americans use and understand only Spanish, their native language. The existence of this situation prevents them from understanding speakers of English and from adequately expressing their feelings through the use of the English language.

A second reason which contributes to this difficulty is the presence of a highly developed educational system which has brought about the need for learning a specialized school related vocabulary. The inability of the Mexican-American parent to understand this vocabulary has often been incorrectly interpreted as apathy and is sometimes reflected in hostility towards the school and its staff.

Without the ability to effectively communicate with school personnel, the Mexican-American parent naturally finds it difficult to understand, assist, and give needed help and encouragement to their school age youngsters. Further, the parent does not have the knowledge which would enable him to become an active participant in PTA, school board, advisory committees or other public meetings.

Third, schools have traditionally been seen by Mexican-American parents as impersonal "buildings and authoritative personnel". Too often in the past, except for occasional activities or bulletins, relatively little has been achieved in developing closer rapport with parents or the immediate community ... particularly with parents whose primary language is other than English.

Fourth, the economic problems in the home environment directly affect their children's education. The majority of parents are in a very low income bracket. Often, because of the language barrier and a lack of counseling in their native tongue, many avenues of help from school and social service agencies are closed to them.

Fifth, most Mexican-American families in the Florence-Firestone area retain strong Mexican cultural patterns (many are very recent immigrants from Mexico) and feel "culturally isolated". Spanish is the primary language spoken at home. This lack of ethnic identification with their neighborhood hampers their involvement in school and community activities.

This language difficulty permeates their daily lives and creates an even greater problem in achieving their fullest intellectual, social and economical potential.

This project was created by the Division of Career and Continuing Education, Los Angeles City Schools, in an attempt to resolve this situation.

#### PURPOSE

It was the objective of this project to reach the parents of these youngsters and establish adult classes in English as a Second Language in which the major part of the curriculum would be built on home-school communication. Parents would have the opportunity of learning the language of the school setting to which they send their children. Through these classes more effective dialogue could be established between home, school and community. Involvement in PTA, school board, and other public meetings was to be encouraged. A bilingual counselor was assigned to assist the parents in understanding the counseling services available for themselves and their youngsters.

#### PROCEDURE

Twenty-nine teachers offered morning and evening classes in English as a Second Language. Classes ran from September 14, 1970 to June 17, 1971, and from September 13, 1971 to June 16, 1972. Classes were conducted at six sites (4 schools, 1 park, and 1 church location). All sites were within easy walking distance for the students. Child care was available for day classes. Bilingual teacher aides assisted in the classroom and served as community liaison.

Seventy special lessons in home-school-community communication skills were developed and put into classroom use. The audio-lingual approach to teaching English was stressed and instruction was structured around the immediate community environment.

The many resources of the Los Angeles City School District were coordinated to assist the parents and their children. The elementary schools, PTA's, and advisory committees gave their enthusiastic cooperation. Fremont Community Adult School of the Division of Career and Continuing Education, maintained all teacher payroll and administrative record-keeping under the leadership of Mr. V. Dane Lowry, Principal. Close liaison was kept with the State Bureau of Adult Education through the bureau consultant assigned to the Los Angeles area.

Liaison was established with the Los Angeles County Model Neighborhood Program (Model Cities) and other county and state agencies. Through their auspices, health and social services were made available to students.

## THE OBJECTIVE

1. To develop seventy lessons in English as a Second Language for Mexican-American parents with primary emphasis on improving communication in school-home-community relationships.
2. To provide in-service training for teachers and educational aides.
3. To increase the child's overall school performance through parent involvement.
4. To develop participation by the parents and school staff in actual dialogue.
5. To develop "know how", understanding and participation in PTA, school boards, and other public meetings.
6. To build a storage bank of materials which could be used by similar classes at the local, state, regional, or national level.

## OBJECTIVES OF THE EDUCATIONAL COMPONENT OF THE COOPERATING AGENCY: COUNTY OF LOS ANGELES MODEL NEIGHBORHOOD PROGRAM

"To provide educational services necessary for Model Neighborhood area residents to achieve their fullest potential intellectually, socially, and in employment.

### Objectives

To increase the children's academic achievement level.

To reduce dropout rates.

To increase parental participation in and support of school activities.

To increase participation in adult education programs.

### Alternative Approaches

Provide those supportive services and materials which enhance child development.

Provide special services for the dropout and potential dropout.

Interest high school youths in colleges and/or vocational schools via parents.

Provide special training for teachers and administrators in cross-cultural communication. Administrative guest speakers.

Provide a more effective system for adjusting school services and facilities to demographic changes. Sounding board.

Involve parents in on-going school activities.

Develop and use community-based groups to foster education objectives.

Expand adult classes relevant to Model Neighborhood resident needs."

# PHASE ONE - PLANNING

### STUDENT RECRUITMENT

Enrollment from the beginning was extremely high. This high enrollment can be directly attributed to the combined efforts of school and community resources, and the communications media in advertising and promoting the classes.

Various approaches were used and found effective in creating interest in the program:

1. Bilingual leaflets (Spanish-English) were taken home by school children. In addition, community groups volunteered to place these leaflets in key locations throughout the community, such as markets, laundromats, community agency offices, etc. Community people also volunteered to pass out these leaflets at church locations after religious services.
2. Local pastors announced classes during church services.
3. Articles regarding the program appeared in community based newspapers, and in the major Spanish language newspaper in Los Angeles.
4. Radio and television stations specializing in Spanish language broadcasting provided free (public service) announcements.
5. Word of mouth advertising.

	<u>1971</u>	<u>1972</u>
MALE STUDENT ENROLLMENT	770	1,023
FEMALE STUDENT ENROLLMENT	615	789
TOTAL ENROLLMENT FOR YEAR	1,385	1,812

Although the great majority of students were parents, young non-parents were encouraged to attend. The rationale for enrolling these

2. In the Mexican culture young people often assume family responsibilities at a young age. It was felt that these young adults - future parents themselves - would profit from these classes.

#### Recommendations

1. Saturation advertising, using as many mediums as possible, create the most effective results.
2. Using the available community resources and organizations to promote classes is indispensable.
3. Insofar as possible, all advertising should be presented in Spanish as well as English.

# **ENGLISH CLASSES** *for Spanish speaking adults*

Free classes and books

Counseling on community  
and county services avail-  
able for adults and their  
children

Free care for preschool  
children

● Morning and evening classes

● Special instruction on home-  
school communication  
regarding your child's  
school progress

● Bi-lingual aides to assist  
students in class

**DAY CLASSES FROM 9:00 to 12:00 - EVENING CLASSES FROM 6:30 to 9:30**

## **Class Locations**

### **LILLIAN STREET SCHOOL**

5909 Lillian Street  
(corner of 60th St. & Holmes Ave.)  
Day & night classes - Monday thru Thursday

### **MIRAMONTE SCHOOL**

1400 E. 68th St.  
(between Hooper & Compton Ave.)  
Day & night classes - Monday thru Thursday

### **GRAHAM SCHOOL**

8407 S. Fir Avenue  
(corner of Elm & Firestone Blvd.)  
Day & night classes - Monday thru Thursday

### **FLORENCE AVENUE SCHOOL**

7211 Bell Avenue  
(corner of Bell & Florence Ave.)  
Night classes only - Monday thru Thursday

### **FLORENCE METHODIST CHURCH**

1951 E. Florence Avenue  
(across from Florence Ave. School)  
Day classes only - Monday thru Thursday

### **ROOSEVELT PARK ANNEX**

7600 S. Graham Avenue  
(between Nadeau & Florence Ave.)  
Day classes only - Monday thru Thursday  
9-12:00 p.m. 12:30-3:30 p.m.

**ALL CLASSES WILL BEGIN ON SEPTEMBER 13th**

Registration will start in the classrooms on September 13th and continue  
throughout the year. For further information call the Adult Basic Education  
Office, telephone 687-4741.



# CLASES de INGLÉS para adultos de habla Español

Los cursos y libros gratis

Orientación sobre los servicios disponibles para adultos y sus niños por parte de agencias del condado

Cuidado gratis de niños de edad pre-escolar

● Clases de día y de noche

● Instrucción especial en comunicación entre padres y las escuelas tocante el progreso de sus niños

● Ayudantes bilingües para asistir a los estudiantes

CLASES DE DÍA DE 9:00 a 12:00 - CLASES DE NOCHE DE 6:30 a 9:30

## Sitios de clases

LILLIAN STREET SCHOOL  
5909 Lillian Street  
(Esq. con 60th St. y Holmes Ave.)  
Clases de día y noche - Lunes a Jueves

MIRAMONTE SCHOOL  
1400 E. 68th St.  
(entre Hooper y Compton Ave.)  
Clases de día y noche - Lunes a Jueves

GRAHAM SCHOOL  
8407 S. Fir Avenue  
(Esquina Elm y Firestone Blvd.)  
Clases de día y noche - Lunes a Jueves

FLORENCE AVENUE SCHOOL  
7211 Bell Avenue  
(Esquina Bell y Florence Ave.)  
Clases de noche - Lunes a Jueves

FLORENCE METHODIST CHURCH  
1951 E. Florence Avenue  
(en frente de Florence Ave. School)  
Clases de día - Lunes a Jueves

ROOSEVELT PARK ANNEX  
7600 S. Graham Avenue  
(entre Nadeau y Florence Ave.)  
Clases de día - Lunes a Jueves  
9-12:00 p.m. 12:30-3:30 p.m.

## TODAS LAS CLASES EMPIEZAN EL 13 DE SEPTIEMBRE

La matriculación empieza el 13 de Septiembre en los salones de clase y seguirá durante el año entero. Para mas informes llamen a la Oficina De Educación Básica De Adultos, telefono, 687-4741.

# Se abren oportunidades educacionales a adultos

La División de Adultos de las Escuelas de la Ciudad de Los Angeles, y el Programa para la Comunidad Modelo del Condado de Los Angeles han informado a LA OPINION, de un nuevo Programa de Educación de Adultos para los padres de familia hispanoparlantes, cuyos hijos asisten a las escuelas de la Ciudad de Los Angeles.

El programa es en torno a un Curso de Inglés como Segundo Idioma, pero ha-

ciendo resaltar el mejoramiento de la comunicación entre la escuela y el hogar en la misma comunidad.

El señor Rubén Zacarías, Consultor de Educación Básica para Adultos, quien dirigirá a los educadores que participen en este programa, dijo a LA OPINION: "El Programa reconoce dos razones primordiales por las que muchos padres de familia hispanoparlantes han tenido, desde tiempos pasados, muchas dificultades para comunicarse con el personal de la escuela, en lo concerniente al progreso de los niños en el plantel: Primero, muchos padres de familia usan y entienden solamente el español, que es su idioma nativo. El padre de habla española, por lo tanto, está incapacitado para expresar sus sentimientos en inglés y para entender lo que se le diga en ese idioma. Segundo, el actual sistema educativo, altamente desarrollado, ha creado la necesidad de aprender un vocabulario especializado sobre asuntos escolares. La falta de entendimiento de dicho vocabulario por parte del padre hispanoparlante, ha sido interpretada, generalmente, como apatía".

Las características nuevas de este esfuerzo son, según dijo el señor Zacarías:

1. — Los cursos y los libros serán gratuitos.
2. — Se darán orientaciones sobre los servicios disponibles para los adultos y sus niños que asisten en las agencias del Condado.
3. — Se cuidará a los niños que lleven las madres de familia estudiosas.
4. — Habrá clases de día y de noche.
5. — Se darán clases especiales de instrucción sobre comunicación entre los padres de familia y las escuelas sobre el progreso de sus hijos.

# LA OPINION

LA OPINION • Los Angeles Calif. •  
2a. SECCION — DOMINGO 13 de SEPT. DE 1970

LOS ANGELES  
CITY SCHOOLS



# Educational Progress

## FLORENCE-FIRESTONE PROJECT

### Helping Parents Learn English, Improving School - Community Contact

one-of-its-kind program involving Spanish-speaking parents of school children at four South Central Los Angeles elementary schools went into its second year of operation on September 13.

The Florence-Firestone Project, sponsored by the Adult Basic Education Program, Division of Career and Continuing Education, offers parents a chance to learn English--with primary emphasis on improving home-school-community relationships.

Participating in this federally funded program are Florence Avenue School, Allian Street School, Graham School and Ramonete School. Fremont Community Adult School will assist in teacher coordination and administration of the program.

The program recognizes that Spanish-speaking parents have long encountered difficulty in communicating with school people because of their inability to use and understand English. In attempting to bridge this gap, special school-related lessons have been incorporated into the regular English as a Second Language curriculum.

The program offers morning and evening as well as workshops at the elementary



*Mrs. Emma Ochoa with a beginning English class at Roosevelt Park Annex.*

and civic activities and received individual counseling on school and community resources, citizenship, immigration, health services, etc.

The program received praise on a local, state, and national level as an outstanding example of schools, citizens, and community resources working together to meet the educational needs of a community.

In evaluating the project, participating school principals reported that the program has evolved a closer spirit of unity and understanding between parents and schools.

Successful techniques resulting from the program will be made available to other

# EL PROYECTO FLORENCE-FIRESTONE

## Ayudando a Padres de Familia Aprender Ingles, Mejorando Comunicaciones Entre la Escuela y la Comunidad

Un programa singular implicando a los padres de habla española de niños en cuatro escuelas primarias en la sección sur-central de Los Angeles empezó su segundo año de operación el 13 de septiembre.

El proyecto Florence-Firestone, patrocinado por el programa de Educación Basica de Adultos, Division de Carrera y Educación Continua, les ofrece a los padres la oportunidad de aprender inglés con el énfasis principal de mejorar las relaciones entre el hogar-la escuela y la comunidad.

Las escuelas participando en este programa, fondado por el gobierno federal, son Florence Avenue, Lillian Street, Graham y Miramonte.

La Escuela de Adultos Fremont, asistirá a los maestros en la coordinación y administración de este programa.

El programa reconoce que los padres de habla española por su inhabilidad de usar y comprender el inglés han encontrado dificultad en comunicarse con el personal de la escuela. Al intentar de aliviar esta dificultad, lecciones especiales relacionadas a los asuntos de la escuela se han incorporado al curso de estudios de Inglés como Segundo Idioma.

El programa ofrece clases por la mañana, y por la noche en las escuelas primarias. Un consejero bi-lingual también asistirá a los padres con servicios de la escuela y de la comunidad.



*La Srta. Inelda Morales instruyendo a una clase de principantes en ingles, Lillian Street School.*

comunidad. Fueron aconsejados individualmente de los servicios de la escuela, de la comunidad y de salud, igualmente en asuntos de inmigración y ciudadanía.

El programa fue alabado por el gobierno local, estatal, y federal como un ejemplo sobresaliente de los recursos unidos de la comunidad, la ciudadanía, y las escuelas trabajando juntos para satisfacer las necesidades educacionales de la comunidad.

Al evaluar el proyecto, los directores de las escuelas participantes informaron que el programa ha desarrollado un espíritu de comprensión y unidad entre los padres y las escuelas.

La técnica que tuvo éxito en este programa será ofrecida a otras escuelas de Los Angeles que se encuentren con problemas similares. También estará disponible estatal y nacionalmente.

## FOR SPANISH SPEAKERS

# Project With Twin Purpose

A program aimed at teaching Spanish speaking parents the use of English and, at the same time, improving their contact with their schools is under way in South Central Los Angeles.

The Spanish speaking parents are participants in the federally funded Florence - Firestone Project, sponsored jointly by the Los Angeles City Schools' Adult Education Division and the Los Angeles County Model Neighborhood Program.

Since the project began last September, more than 600 parents in the area have participated, according to Ruben Zacarias, director of the educational part of the project.

The project, he said, helps the parents overcome two main difficulties

in communicating with the schools on their children's progress.

Many parents speak only Spanish, he said, and are limited in communicating orally with school people. And today's highly developed educational system has made it necessary to learn a number of specialized school-related words and terms.

Special curriculum has been created to develop parents' skills in speaking, reading and writing English while maintaining their pride in their native language and cultural heritage.

The program is under way for parents of students from four South Central Los Angeles elementary schools: Graham, 8407 E. Fir Ave.; Lillian Street, 5909 Lillian St.; Miramonte, 1400 E. 68th

St., and Florence Avenue, 7211 Bell Ave.

Morning and evening classes are conducted Mondays through Thursdays at several community locations, with child care available during the day for mothers with preschool age children.

Day classes meet from 9 a.m. to noon and evening classes are in session from 6:30 until 9:30 p.m. Information about the classes may be obtained by calling Fremont Community Adult School, 778-1651.

Zacarias said he hopes one outcome of the project will be to make the schools the social and cultural centers of their neighborhoods as well as the educational centers.

Funding for the project is being provided under the federal Adult Education Act.

FREEMONT COMMUNITY ADULT SCHOOL

# ADULT DAY CLASSES

## ENGLISH AS A SECOND LANGUAGE

- FREE CLASSES AND BOOKS
- FREE CHILD CARE
- INFORMAL ATMOSPHERE

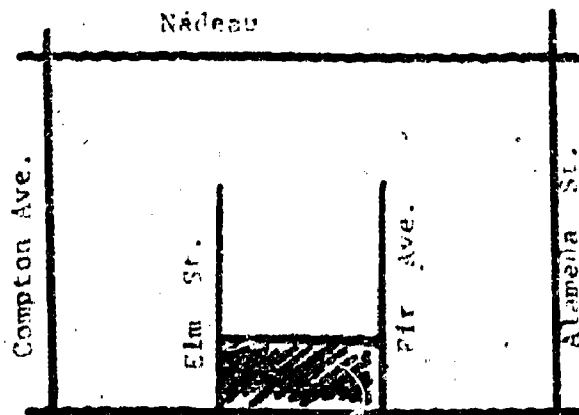
**TIME:** 9:00-12:00, Monday thru Thursday

**PLACE:** GRAHAM SCHOOL

8407 S. Fir Ave.

(Corner of Fir & Firestone Blvd)

REGISTRATION: You can enroll by simply coming to class. Enrollment is open and continuous throughout the year.



LEPP 10 J. COMPTON ADULT SCHOOL

# CLASES DE DÍA PARA ADULTOS

## INGLÉS COMO SEGUNDO IDIOMA

- LOS CURSOS Y LIBROS GRATIS
- CUIDADO DE NIÑOS GRATIS
- AMBIENTE INFORMAL

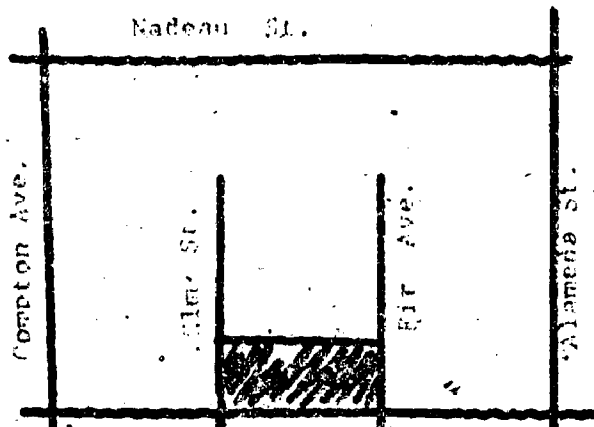
HORARIO: 9:00-12:00, De Lunes a Jueves

SITIO: GRAHAM SCHOOL

8407 S. Fir Ave.

(Esquina Calle Fir y Firestone Blvd.)

MATRICULACIÓN: Se pueden matricular sencillamente con entrar al salón de la clase. Matriculación abierta y continua durante el año entero.





# FLORENCE AVENUE SCHOOL

anuncia

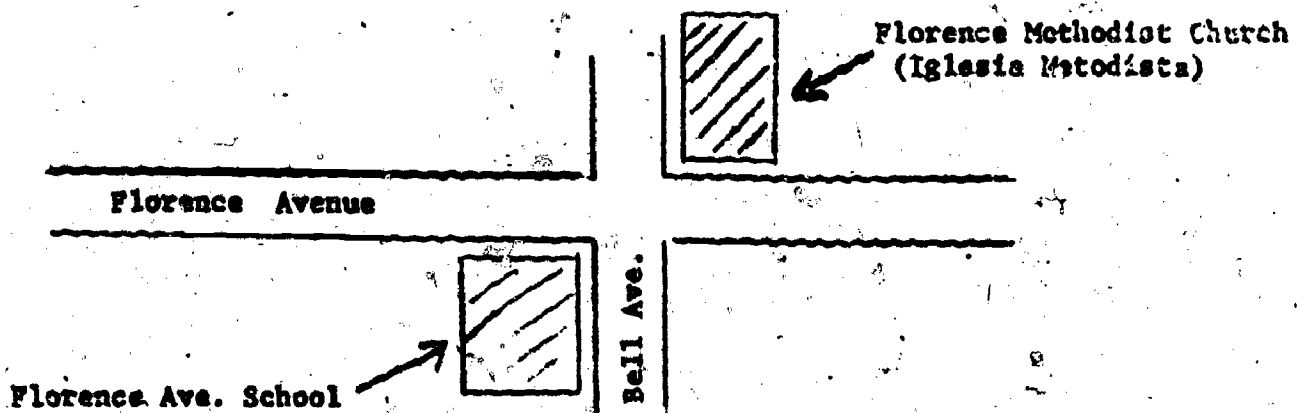
## CLASES DE INGLÉS GRATIS

Para adultos de habla Español

- Las clases se ofrecen de lunes a jueves de 9:00 a 12:00 a. m.
- Los cursos y libros son gratis
- Hay cuidado gratis de niños de edad pre-escolar
- La Sra. profesora Andrea Reyna habla español y además de enseñar inglés dará orientaciones sobre los servicios disponibles para adultos y sus niños por parte de agencias del condado.
- Debido a falta de espacio en la escuela Florence las clases se están ofreciendo en el salon de la iglesia Metodista (en frente de la escuela Florence. 1951 E. Florence Ave.

## MATRICULACIÓN TODOS LOS DÍAS

Sencillamente hay que pasar al salon para matricularse con la Sra. Reyna.





## PHASE TWO - IMPLEMENTATION

Phase II - Implementation (September 14, 1970 - June 17, 1971)

July 1, 1971 - September 13, 1971).

Morning and evening ESL classes were conducted at six sites (4 schools, 1 park, and 1 church location). All sites were within easy walking distance for the students. Child care was made available for the day classes. Eight bi-lingual community school aides assisted teachers in the classroom and with child care.

Enrollment for the classes was exceptional, and exceeded initial expectations. Throughout the entire school year the principals and faculties of the target elementary schools and their PTA and Parent Clubs gave their enthusiastic cooperation to all phases of the project.

Fremont Community Adult School played a key role in the operation of this project. Mr. V. Dane Lowry, Principal, was instrumental in setting up an efficient operational coordination between the adult school, the elementary schools, and the A.B.E. Central Office.

Seventy special lessons in home-school-community communication skills were developed and put into classroom use. Standard English as a Second Language text books and teacher-staff prepared materials were also used for instruction.

Parent involvement in school activities was exceptional. Whereas in the past, few parents would attend school meetings, project sponsored school functions were held with the auditoriums filled to overflowing capacity. The elementary school principals reported that a new spirit of unity and understanding had evolved between parents and schools.

According to the principals, the project also had a positive effect

Another principal stated, "There is a very noticeable increase in school pride and performance in our children. Seeing their parents involved has created a more 'personal' school relationship".

Social-educational activities played a great rôle in motivating the adult students. In many instances, the activities presented by the project offered the only social outlet for many people in this low-income community. With bus rental funds received from the Los Angeles County Model Neighborhood Program (Model Cities), field trips were made to museums, civic center, etc. Several trips were coordinated with the elementary schools so that parents and their children could make trips jointly. Social activities also included school dinners, and informal social gatherings at student homes. These varied activities generated a closer neighborhood spirit among families who had never met before.

An unprecedented interest in civic matters was generated. Monthly town hall forums were conducted in school auditoriums where citizens of the community met with civic and community agency representatives to discuss community issues.

Reaction from Mexican-American leaders and organizations was extremely positive. They commended the project for recognizing the many needs of the Mexican-American population in the Florence-Firestone area.

Mr. Arthur Sifuentes, an active community leader, stated, "I wish to commend the Florence-Firestone Adult Basic Education Program for being the first meaningful program ever offered to serve the adult education needs of the Mexican-American community in this area. It has not only offered sorely needed educational opportunities and better home-school relationships for my people -- it has also been instrumental in awakening

FLORENCE-FIRESTONE PROJECT  
Adult Basic Education

Resource Leaflet Lesson Request Form for: "Building Communication Skills:  
Home-School-Community"

Teacher: \_\_\_\_\_ Date Requested: \_\_\_\_\_

PLEASE CIRCLE THE LESSON NUMBER REQUESTED AND SPECIFY QUANTITY DESIRED

Lesson

1.	_____	36.	_____
2.	_____	37.	_____
3.	_____	38.	_____
4.	_____	39.	_____
5.	_____	40.	_____
6.	_____	41.	_____
7.	_____	42.	_____
8.	_____	43.	_____
9.	_____	44.	_____
10.	_____	45.	_____
11.	_____	46.	_____
12.	_____	47.	_____
13.	_____	48.	_____
14.	_____	49.	_____
15.	_____	50.	_____
16.	_____	51.	_____
17.	_____	52.	_____
18.	_____	53.	_____
19.	_____	54.	_____
20.	_____	55.	_____
21.	_____	56.	_____
22.	_____	57.	_____
23.	_____	58.	_____
24.	_____	59.	_____
25.	_____	60.	_____
26.	_____	61.	_____
27.	_____	62.	_____
28.	_____	63.	_____
29.	_____	64.	_____
30.	_____	65.	_____
31.	_____	66.	_____
32.	_____	67.	_____
33.	_____	68.	_____
34.	_____	69.	_____
35.	_____	70.	_____

NAME

MID-SEMESTER MARKS

SCHOOL

PRINCIPAL

# PROGRESS IN SCHOOL ADJUSTMENT

Mid-Semester Mark

EFFORT (esfuerzo)

Tries to do his best

WORK HABITS (hábitos de trabajo)

Listens attentively

Follows directions

Works independently

Works cooperatively with other pupils

Completes assignments promptly and neatly

Makes good use of time

CITIZENSHIP (comportamiento, respeto al derecho de otros)

Accepts responsibility

Respects authority

Respects rights and property of others

RECORD OF ATTENDANCE (asistencia)

NUMBER OF DAYS PRESENT (días presente)

NUMBER OF DAYS ABSENT (días ausente)

NUMBER OF TIMES TARDY (veces tarde)

TEACHER'S SIGNATURE

MID-SEMESTER PERIOD

PARENT SIGNATURE (firma de padre de familia)

GRADE

SEMESTER ENDING

# PROGRESS IN KNOWLEDGE AND SKILLS

Mid-Semester Mark

READING (lectura)

SPOKEN LANGUAGE (lenguaje oral)

WRITTEN LANGUAGE (lenguaje escrito)

HANDWRITING (caligrafía)

SPELLING (deletreo)

MATHEMATICS (matemáticas)

GEOGRAPHY (geografía)

HISTORY (historia)

CIVICS (estudios cívicos)

SCIENCE (ciencia)

ART (arte)

MUSIC (música)

PHYSICAL EDUCATION (educación física)

excelente

car.

## EXPLANATION OF MARKS

A—Outstanding B—Very Good C—Satisfactory  
D—Needs to Improve F—Unsatisfactory

## TEACHER TRAINING - ORIENTATION

A teacher in-service was given prior to the beginning of classes (and at mid-term) each school year. In 1972 teachers also attended a special weekend workshop on Performance Objectives. In addition, teachers attended ABE-ESL workshops presented by professional organizations in the Los Angeles area.

The teacher consultant conducted in-service sessions at school sites where teachers shared ideas on the use of teaching aids, ESL games, etc. At these sessions teachers also had the opportunity to create teaching aids with material provided by staff.

Group and individual meetings between the teacher consultant and teachers were held weekly - before and after class time. At these meetings methodology, student problems, community, and school issues, etc., were discussed.

Throughout the year, teachers were provided with background information regarding community services available to students and materials relating to the history and culture of the Mexican-American.

### Recommendations

1. More teacher in-service sessions should be offered throughout the year on a paid basis.
2. The services of community and professional experts should be made available at in-service meetings.
3. Workshops should be offered where teachers will have the opportunity to create teaching aids and materials.

LOS ANGELES CITY UNIFIED SCHOOL DISTRICT  
ADULT BASIC EDUCATION  
450 NORTH GRAND AVENUE, ROOM G-353  
BOX 3307, LOS ANGELES CALIFORNIA 90054  
FLORENCE-FIRESTONE PROJECT

School Name : \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Date: \_\_\_\_\_

IN-SERVICE MEETING QUESTIONNAIRE

In order to plan in-service education meetings that will be most relevant to your needs, we are asking that all of the participants in the program become actively involved in that planning.

Would you please complete the following questionnaire and return it to our office as soon as possible.

1. Are there any kinds of meeting formats that you feel would be most effective with our group?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Is there any particular area of involvement in our project that you would like to be expanded upon in the meetings. i.e. academics, human relations, etc.?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Are there any speakers you would like to hear?

\_\_\_\_\_  
\_\_\_\_\_

4. What are some of the ways you feel the in-service time can best be utilized?

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# Two Cultures Influence Mexican-Americans

BY RUBEN SALAZAR

Times Columnist

The U.S.-Mexican border, or la frontera, is an 1,800-mile long, virtually imaginary line of barbed wire fencing, an undergrowth of mesquite or chaparral and an easily forded river.

Orators, both American and Mexican, like to describe the border separating their countries as one of the two only such unfortified frontiers in the world, the other being the U.S.-Canadian border.

To many Americans living in the Southwest and to many Mexicans living in northern Mexico, however, the border is symbolic of the negative differences between the two nations.

Americans who know only the shady aspects of the border towns think of Mexico as a place where they can enjoy doing what is not allowed at home—but would be shocked, the morning after, if such goings-on were allowed in "America."

Mexicans not lucky enough to be among the Latin affluent think of the American border towns as gold mines where nuggets can be picked off the streets. And when they discover this is not true, they blast the Americans as exploiters, unmindful that they had created their own false image of the United States.

These superficial and inaccurate concepts of both countries help only to widen the understanding gap between two peoples who are so close geographically and in many other ways so far apart.

That may help explain why Mexican-Americans can feel a deep and agonizing ambivalence about themselves.

They can love the United States for reasons Mexicans can not understand, while loving Mexico

Being a Mexican-American, a wag once said, can leave you with only the hyphen.

On the United States' other border there are no such esoteric considerations.

Canadians may conceivably feel bitter about the fact that the British Empire lost the 13 colonies but this chauvinism is tempered by knowing that, after all, Canadians and Americans communicate easily and enjoy more or less the same material goods.

Chauvinistic Mexicans, however, are very cognizant of the fact that Mexico lost what is now the American Southwest to the United States in the Mexican-American War which even Gen. Ulysses S. Grant called "unfair."

Mexicans like to argue that if the United States had not "stolen" half of Mexico's territory, Mexico would be as rich as the United States is now. This historical controversy, now for the most part taken lightly, might have

disappeared altogether by now, it is said, if Mexicans and Americans spoke the same language on both sides of the border and so understood each other better.

Yet, many Mexican-Americans in the Southwest, who speak both languages and admire both countries, feel strangely foreign in their own land.

Members of other minorities—Italians, Irish, Poles, etc.—often wonder why Mexican-Americans have not been able to assimilate as well as they have.

They tend to forget that Italy, Ireland, Poland, etc., are oceans away from the United States while Mexico is very much in evidence to the Southwest's eight million or so Mexican-Americans.

This makes it difficult for the Mexican-American to think of Mexico in the abstract as, for instance, Irish-Americans might think of Ireland.

The problems of Mexico are and will remain relevant to the Mexican-American. Relations between Mexico and the United States can affect the Mexican-American in the Southwest materially and emotionally.

In the border areas, for instance, the large number of Mexicans crossing the international line every day to work in the United States can directly affect the economic lives of Mexican-Americans, who must compete with this cheap labor.

Projects such as Operation Intercept, a crackdown on dope smuggling across the Mexican border, hurt the pride of Southwest Mexican-Americans who feel the United States is trying to blame Mexicans for a problem which is to a large extent uniquely "Anglo."

The border may indeed be unfortified, but it separates two

## AIDS TO PRONUNCIATION

Spanish is a very phonetic language. The pronunciation of each vowel and consonant remains constant in any combination of letters. Thus, with the help of a few basic rules of pronunciation one can sound out correctly any Spanish word.

### 1. Vowel sounds (Stress black face syllables.)

a —as in father—**a**la, **A**na, **a**sa, **a**la

e —as in let—**e**l, **e**papel, **e**pared

i —as in machine—**i**si, **i**silla, **i**nta, **i**sin

o —as in obey—**o**ndonde, **o**flo**o**r, **o**pongo, **o**sombrero

u —as in rude—**u**na, **u**pluma, **u**mula, **u**burro

### 2. Consonants—Most Spanish consonant sounds are similar to English.

b and v are pronounced alike in Spanish, with lips pressed **lightly** together—**H**abana, **v**ida, **v**oy, **v**amos, **b**ebo

c —(before e or i)—like s—centavo, **c**inco, **c**entro, **d**ice

c —(in any other combination)—like k—camino, **c**omo, **c**ura, **c**lase

d —pronounced softer in Spanish—like th in though—**n**ada, **m**adre, **u**sted, **p**ared

g —(before e or i)—like h—**g**ente, **g**eneral, **g**itana

g —(in any other combination)—like g in go—**g**ato, **g**orra, **g**usto, **g**uerra (u is silent in **gue**), **g**uitarra (u is silent in **gui**), **i**nglés

h —is always silent—**h**ora, **h**ablo, **h**oy, **h**asta

j —like h in **Ha**!—**b**aja, **j**unto, **h**ijo, **J**osé, **L**a **J**olla

ll —like y in yes—**s**illa, **m**e **l**lamo, **L**a **J**olla

ñ —like ny in canyon—**m**añana, **a**ño, **n**iño

q —always followed by u—pronounced like k—**q**ué—**q**uién—**q**uiero

r —trilled slightly—**p**ara, **t**res, **t**reinta

rr—trilled strongly—**p**erro, **c**arreta

x —(before vowel)—as in English—**e**xamen, **e**xacto, **e**xito

ERIC (before consonant)—like s—**T**axco. **e**xplicar. **e**xtra

## CLASSROOM DIRECTIONS

Come in	Pase usted (Ud.) (to one person) Pasen ustedes (Uds.) (to more than one person)
Come here	Venga Ud. aquí Vengan Uds. aquí
Go to your seat	Vaya Ud. a su asiento Vayan Uds. a su asiento
Go to the principal	Vaya Ud. al director (m), a la directora (f) Vayan Uds. al director, or a la directora
Go outside, please	Vaya Ud. afuera, por favor Vayan Uds. afuera por favor
Slower	Más despacio
Be quiet, please	Silencio, por favor
Go home	Vaya Ud. a casa Vayan Uds. a casa
Go to the office	Vaya Ud. a la oficina Vayan Uds. a la oficina
Go to the nurse	Vaya Ud. a la enfermera Vayan Uds. a la enfermera
Walk slowly	Camine Ud. despacio Caminen Uds. despacio
Faster	Más aprisa <u>or</u> de prisa
Pay attention, please	Atención, por favor

It is common courtesy in Spanish to include "Por favor" (Please) before or after commands.

# CLASSROOM DIRECTIONS (continued)

Sit down	Sientese Ud. Siéntense Uds.
Stand up	Levántese Ud. Levántense Uds.
Bring me	Traígame Ud. Traiganme Uds.
Tell me	Dígame Ud. Díganme Uds.
Give me	Déme Ud. Denme Uds.
Repeat	Repita Ud. Repitan Uds.
Put	Ponga Ud. Pongan Uds.
Out loud	Más fuerte, or en voz alta
Close	Cierre Ud. Cierren Uds.
Open	Abra Ud. Abran Uds.
It's all right	Está bien
Very good	Muy bien, or Qué bueno!
We are going to speak English	Vamos a hablar Ingles
Answer in English	Conteste Ud. en Ingles
We are going to count	Vamos a contar

## SUMMARY OF USEFUL QUESTIONS

Pupils must learn to formulate questions if they are to initiate conversations. The summary of useful questions given below includes the basic patterns which may be used with any unit of vocabulary presented in the Guide.

How are you?

What is your name?

What is this?

What does (the puppy) say?

What is (the house) like?

What is the color of (the paper)?

What do you have?

Who has (the book)?

What do you wish?

Who wants (the pencil)?

How many (friends) have you?

How much does it cost?

Where is (John)?

Where are (the boys)?

Where do you live?

Where are you going?

What day is today?

Do you like (the apple)?

Do you like (oranges)?

What are you doing?

What time is it?

What date is today?

How is the weather?

Are you cold (hot)?

¿Cómo está usted?

¿Cómo se llama usted?

¿Qué es esto?

¿Qué dice (el perrito)?

¿Cómo es (la casa)?

¿De qué color es (el papel)?

¿Qué tiene usted?

¿Quién tiene (el libro)?

¿Qué quiere usted?

¿Quién quiere (el lápiz)?

¿Cuántos (amigos) tiene usted?

¿Cuánto cuesta(n)?

¿Dónde está (Juan)?

¿Dónde están (los muchachos)?

¿Dónde vive usted?

¿Adónde va usted?

¿Qué día es hoy?

¿Le gusta (la manzana)?

¿Le gustan (las naranjas)?

¿Qué hace usted?

¿Qué hora es?

¿Qué fecha es hoy?

¿Qué tiempo hace?

¿Tiene usted frío (calor)?



## EXPRESSIONS OF COURTESY

The most common expressions of courtesy should be familiar to all pupils studying Spanish. A few of these expressions are presented at each grade level throughout the Guide. They are here summarized for easy reference by the teacher.

Good morning, hello

How are you? (to one person)

How are you? (to more than one)

Fine, thank you

Good afternoon or good evening

Good-bye

Until I see you again

Until tomorrow

Thank you

You are welcome

You are welcome

Excuse me

Pardon me

Excuse me (when about to do something)

Please

Please give me

Please stand

Please sit down

Please go to the blackboard

Please open the door

Please close the window

Gladly, certainly

What a pity! That's too bad!

Buenos días

¿Cómo está usted?

¿Cómo están ustedes?

Bien, gracias

Buenas tardes

Adiós

Hasta la vista

Hasta mañana

Gracias

De nada, por nada

No hay de qué

Dispénsame usted

Perdóneme usted

Con permiso

Por favor

Favor de darme

Favor de levantarse

Favor de sentarse

Favor de ir a la pizarra

Favor de abrir la puerta

Favor de cerrar la ventana

Con mucho gusto

¡Qué lástima!

¡Está bien!

definitely more school participation on the part of parents because of better exposure and understanding of the schools.

The counseling services offered by the Project was one of the most effective ways of getting parents to relate to their schools. Almost 100% of the students received counseling assistance. The bilingual orientations and printed bulletins made many people aware of school and community resources for the first time. It is important that this type of counseling service be continued.

There is no question that this Project is a successful model that should be duplicated throughout the school district where we have Spanish-speaking parents. To the teachers and administrators we say, "Well done."

Mr. Edward Sanchez, P.T.A. President

Mrs. Esperanza Gutierrez, Advisory Council Member

Mrs. Leticia Hernandez, Housewife

RESULTS OF STUDENT QUESTIONNAIRE REGARDING  
VARIOUS ASPECTS OF THE PROJECT

I. Under the question, "What did you like most about the program?" students listed four main areas regarding favorable impressions.

- A. Almost all comments were appreciative of the opportunity to attend classes.
- B. All were appreciative of the program specifically recognizing the needs of the Mexican-American community, particularly in developing community pride and more communication with their children's schools.
- C. All comments expressed strong appreciation for the services of the bilingual counselor.
- D. Almost all appreciated the bilingual materials used in the classroom.

II. The students, under the question, "What did you like least about the program?" listed four main areas as to their dislikes.

- A. Students of varying abilities were placed in the same classroom.
- B. At times teachers were teaching "over the heads" of the students.
- C. Lack of a full summer program to follow through with the knowledge gained during the year.
- D. Classes were too long (3 hours).

III. The students selected teacher qualities that they valued in importance.

The top five, in order of the most responses, were as follows:

- A. A teacher who can explain things so that everyone understands.
- B. A teacher who is truly concerned with the welfare of his/her students.
- C. A teacher who knows the subject very well.

D. A teacher who enjoys his/her job.

E. A teacher who motivates and encourages each student.

The students did not express a strong ethnic preference for their teachers; it was emphasized in most responses that they were more concerned with teacher abilities.

IV. Analysis of class attendance showed that classes taught by one instructor on a 4-day per week basis had less absenteeism and "dropouts" than classes taught by alternating teachers. The "holding power" of the 4-day per week teachers seemed to bear out the contention that students prefer the continuity of one instructor.

A. Students considered the 3-hour sessions too long. Night students claimed that they were very tired after working all day. Mothers in the morning classes claimed that they had to be home before noon to prepare lunch for their school children. This consensus was borne out by teacher and consultant observation: by 9:00 p.m. most students would leave the classroom.

B. Students preferred one teacher teaching on a 4-day basis. They felt that different teachers on alternate days could not maintain continuity of instruction.

C. Their second choice was for teachers who would teach two consecutive days (Monday - Tuesday or Wednesday - Thursday).

D. Their last choice was for classes scheduled on alternate days (Monday - Wednesday or Tuesday - Thursday).

## SUMMARY OF RECOMMENDATIONS

### Phase I - Planning

1. Priority in teacher selection should be given to:
  - a. Teachers who have a proven background in ESL expertise at the adult level.
  - b. Teachers who display awareness of the cultural patterns of the Mexican-American.
2. For purposes of ethnic and cultural identification (an important factor) the program should include teachers of Mexican or Latin American extraction.
3. It is suggested that a clerk-typist be added in order to assist the clerk-stenographer. It is also suggested that office personnel be bilingual.
4. Saturation advertising, using as many mediums as possible, create the most effective results.
5. Using the available community resources and organizations to promote classes is indispensable.
6. Insofar as possible, all advertising should be presented in Spanish as well as English.

### Phase II - Implementation

1. Class sites should be within walking distance for students.
2. Classes should not run more than two and one-half hours per session in order to avoid student fatigue. (See Data Gathering Report)
3. In order to maintain better continuity of instruction, priority in teaching assignments should be given to teachers who are willing to teach either a day or evening class on a four-day per week basis.

4. A simple student placement test should be administered so that students can be placed in class levels commensurate with their abilities.
5. Students should periodically be made aware of other class locations, hours, and instruction levels so that any changes required by students can hopefully be accommodated.
6. Any student absent more than three days in a row should be immediately contacted by phone, mail, or in person. This can be done by the teacher, educational aide or an elected class officer. The longer one delays in contacting the absentee, the poorer the chances will be of retrieving him.
7. Teachers should periodically take the time to ascertain student needs and desires regarding instruction. This can be done via informal discussions or written evaluations.
8. The teacher must create rapport with students.
9. Performance objectives should be written for each lesson.
10. School related forms, vocabulary, and materials should be translated and reproduced in Spanish. This bilingual approach will make the learning of technical school terminology much easier for the student.
11. Parent workshops should be provided regarding local school staffs, school curriculum, grading systems and procedures.
12. In addition to home-school communication skills, ESL instruction should relate to other areas considered extremely important by students, such as employment, community resources, etc.

13. A bilingual list of specific discussion questions should be designed to assist parents in conferences with their youngster's teachers.
14. More teacher in-service sessions should be offered throughout the year on a paid basis.
15. The services of community and professional experts should be made available at in-service meetings.
16. Workshops should be offered where teachers will have the opportunity to create teaching aids and materials.
17. All school announcements and bulletins should be printed in English and Spanish.
18. Whenever possible, guest speakers and resource personnel should be bilingual -- or translators provided.
19. In the case of parent-teacher conferences, bilingual teacher aides or PTA members should be used for needed translating.
20. Educational field trips should be organized.
21. Adult social and civic activities should be encouraged.
22. In order to project a true spirit of community endeavor, community organizations should be invited to participate in school functions.
23. Availability of social, cultural, and civic activities in low-income areas is usually very minimal. The school should become the social and cultural, as well as academic, center of the neighborhood.
24. A bilingual social worker-counselor should be employed on a full-time basis.

25. The counselor should systematically feed back information to the teachers regarding student profiles so that teachers will have a better understanding of student makeup and needs.
26. Emphasis should be placed on ascertaining the academic needs of the adult so that he can be programmed toward obtaining an 8th grade certificate, high school diploma, or citizenship.
27. Teachers should be fully aware of the counseling services and community resources available to their students.
28. Teachers should encourage students to use the counseling services. Often, because of pride or fear, students are hesitant to seek help.
29. Students should be made aware of available community resources, i.e., health clinics, legal aid, etc. This can be done through group orientations and via mimeographed clinic schedules, list of community agencies, etc. This information should be printed in English and Spanish.
30. Group orientations should be given regarding the many school district resources available to help youngsters, i.e., PTA, Child Clinics, Pupil Services and Attendance assistance, aid for emotionally and physically handicapped children, etc. Professional experts from various school district departments should be made available to explain their services to students (in English and Spanish).



GENERAL TRANSLATION OF ARTICLE WRITTEN BY  
MR. OCTAVIO COSTA, FEATURE WRITER FOR "LA  
OPINION", SPANISH LANGUAGE NEWSPAPER

Last year toward the end of November or perhaps during the first days of December I wrote an article regarding a special ESL program for adults. That article was the result of a lengthy interview with Ruben Zacarias whom I had met through Mario Knez.

Mario Knez is a young Bolivian with light colored eyes, blue or green, who had arrived not too many years ago, as do many Latin Americans, seeking a future not possible to secure in their own countries. He enrolled in a special program at Mount St. Mary's College. Inasmuch as he was not eligible for government or school scholarships he had to work very hard in order to pay for his schooling. In this respect it is only fair to say that he did receive some aid from the Inter-American Club Foundation.

After a few years he graduated. Not being able to secure a teaching position he turned to the field of social work. He served at the International Institute. Then, without leaving that position, he joined Ruben Zacarias' project on a part-time basis. Now he is with the project full time.

It was Knez who brought Zacarias and myself in contact with each other, and now, a year later, he's brought us together again so that I can gather fresh information on what has transpired since our last meeting.

The difference is that whereas, one year ago Zacarias and I spoke at 450 North Grand in the offices of the Adult Basic Education Program headed by Robert Ramin this year we decided to visit the schools participating in this project so that I could see and hear with my own eyes what is happening in these classrooms.

But before continuing with this report let's recall, as in the first article, the philosophy of this program because these adult classes are not the same as those that are offered elsewhere.

In the first place it must be pointed out that this program is being offered exclusively in the Florence-Firestone area and is now in it's second year. It is important to point out that for years it has been believed that this area is exclusively black whereas the truth of the matter is that it contains a huge community of Mexicans and other Latin Americans, all of them, generally speaking, urgently in need of learning English - inasmuch as until now no real opportunities had been made available for them to learn the language of this country.

That is why this program was developed in this area. But it wasn't enough to offer, as is often the case, the usual dry English classes. It was necessary to go beyond just plain teaching. It was necessary to transform the traditional methods.

HOW? It was necessary to change the relationship between the teachers and the students. In order to accomplish this it was necessary to implement, as was done, what I would call a re-evaluation of the relationship between the two (teacher and student).

The result was this: an ESL teacher had to be more than a person who teaches English and the adult student more than just a student. He is a

human being, a person of flesh and blood with a world of problems - family problems and problems relative to the society in which he lives - be they economic, legal, and so forth.

Because of this situation the conclusion was that it was necessary to change what we could call the course of the compass. It was necessary to create a "new classroom" in place of the traditional one in which the teacher would merely attempt to teach English - and that was it! and the student would either learn English or not - that would be his problem!

This project aspired to "humanize" the situation. I believe that this is the key word of this program. Consequently, the teacher had to integrate himself with the student while at the same time the student had to see in the teacher a friend, a counselor, a protector. In this manner, the traditional distances between school and home could be eliminated.

But to improve the situation even more, a social worker-counselor was placed at the side of the teacher. The teachers were made responsible for making known to the counselor the problems of their students - in addition to the students being able to contact the counselor directly. In this manner many student problems were solved. If the student needed a job or had immigration troubles, or needed details regarding Social Security or needed immediate medical assistance for a member of his family --- the teacher would know about it and immediately the counselor would take the matter in hand.

This type of counseling is the task that Mario Knez has assumed, first on a part-time basis and now on a full-time basis with an enthusiasm and concern that evidences his great human quality.

Well then, this is the philosophy of the program which Zacarias directs under the expert supervision of Rumin.

What else? First, I must tell you where these classes are being offered. There are six locations (NOTE: six locations and addresses are described at this point).

Morning and evening classes are offered at these locations. In the day, from 9 to 12. At night from 6:30 to 9:30. The morning classes are attended mostly by women and because of this child care is provided for mothers with pre-school youngsters. At night, the enrollment is primarily male.

While on the subject of enrollment, I estimated that there are more than 500 students presently enrolled. Twenty-one teachers are involved. Sixty-five percent of them speak fluent Spanish and the remainder understand the language enough to be able to communicate with their students.

\* \* \*

With Ruben Zacarias, along with his assistant Ralph Shower, I visited the Lillian Street School location. Shower is a young American who, when he had taught ESL to Spanish-speaking adults, felt that he needed to learn Spanish. Therefore he went to Mexico and returned speaking fluent Spanish. In addition to his fluency he has a special sensitivity for understanding our people.

\* \* \*

We enter a classroom. More than 30 adults. I believe only one is a male student. What great ladies! What charming girls! and what a surprise....! The teacher is an intelligent, young Chilean, Inelda Morales, whom I had met when she studied at Cal State College in Los Angeles. Upon our entering classroom activity temporarily ceases and comes much dialogue between me and the students. All of them enchanting! The teacher happy! There are no absentees. The class has maintained a steady attendance. Upon leaving I notice children playing outside.

"They are the children of some of the ladies who are studying", says Zacarias.

But the story doesn't end here because along with Zacarias, Shower and Knez, who has now joined us, we go to visit the class being offered at Roosevelt Park Annex.

We enter silently. More than 30 students. So outstanding is the performance of the teacher, Mrs. Emma Cchoa, that I ask Zacarias and the others with us to sit down. I want to listen to the instruction. And for more than 15 or 20 minutes I observed this fabulous teacher repeatedly hammering away at a dialogue drill with her students which practically loosens their tongues.

"This is the only way", I said to Zacarias, "just like steel is also forged by hammering..."

I then discovered that the lesson she was teaching was one of 70 special lessons created in Zacarias' office and which are distributed to all the project teachers.

I also discovered that such is the social reality that has blossomed between all the students and teachers of this program that a teacher-student newspaper called LA VOZ was developed. Its first issue, four pages, was published in March, 1971.

Because lack of space precludes my saying more I here give you a telephone number for obtaining more information: 687-4744 which is the phone number of Ruben Zacarias, a professional of exceptional human qualities whom I consider imperative that everyone meet. He is a real Mexican.

Los Angeles, California  
April 9, 1971

U.S. Department of Health,  
Education, and Welfare  
Office of Education  
Bureau of Adult, Vocational,  
and Library Programs

Gentlemen,

I wish to commend the Florence-Firestone Adult Basic Education Program for being the first meaningful program ever offered to serve the adult educational needs of the Mexican-American community in this area.

I speak not only as a long-time resident of the Florence-Firestone community but also as chairman of the Community Action Service Organization (C.A.S.O.), a community group of Mexican-Americans dedicated to improving the socio-educational standards of my people. I also serve as President of the Executive Committee of the Los Angeles County Model Neighborhood Program (Model Cities).

The Florence-Firestone Educational Project has not only offered sorely needed educational opportunities and better home-school relationships for my people--it has also been instrumental in awakening civic pride and participation in community affairs by Mexican-Americans in this area.

It is important that this project not only be continued but expanded to meet the many needs of our Mexican-American community.

Very truly yours,

Arturo V. Sifuentes  
7918 Crockett Blvd.  
Los Angeles, Calif. 90001

Mr. Jones is field coordinator in the Florence-Firestone area for the Los Angeles County Model Neighborhood Program. Miss Jorden is a member of his staff.

January 7, 1971

TO: Maurice Jones

FROM: Joyce E. Jorden

SUBJECT: Observation of classes sponsored by the Model Neighborhood Program for Spanish Speaking Adults.

A major part of second year operation for the Model Neighborhood Program, has been the implementation of several community service projects. One of these projects is "Building Communication Skills for Spanish Speaking Adults."

These classes meet in both day and evening sessions in four different locations within the Florence-Firestone area.

On Tuesday, December 8, 1970, Mr. Zacarias, Consultant, Adult Basic Education, Los Angeles City Schools, personally escorted Mike Earley and I on a tour covering each of the four locations.

Our first visit was to the class located in the Roosevelt Park Field House. The class size was between 12 and 15 people. Most of them were mothers who brought their children with them. However, this did not interfere with their ability to pay attention, because a baby sitter is provided by the program to attend to the children while the parents learn.

The lessons were verbal recitation and flash card vocabulary drill. The entire class appeared to be interested in their lesson and the teacher seemed interested in the progress and accomplishments of her class.

The second location visited was Florence Methodist Church, where Mrs. Andrea Reyna is the instructor. Mrs. Reyna was formerly an elementary school teacher which I feel greatly enhanced her teaching technique. She used place cards on the tables with commonly misused English words such as have, had, and has with some student dialogue using vocabulary relevant to the school system and the community in which the students live. All of her students were attentive and very enthusiastic about their lessons.

The lighting was not as good in this facility as in some of the others, however it did not seem to affect either the students or the teacher. It was also interesting to note that the teacher spoke very little Spanish to the students except to give an example or to further translate from English to Spanish.

Adult Basic Education Program  
Los Angeles Unified School District

Lesson 2 - STUDENT TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

LEVEL \_\_\_\_\_

SCORE \_\_\_\_\_

DIRECTIONS: Circle the correct word or words in each line after the teacher says the number and the word.

1. school far principal appointment
2. have a seat elementary school stand up come in
3. close children sit down busy hungry
4. excuse office principal appointment
5. room city hall office wait

Adult Basic Education Program  
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Vice-Principal

Lesson 3

DIALOGUE

- S-1 Are you the principal?
- S-2 No, I'm not. I'm the vice-principal.
- S-1 What's your job?
- S-2 I help the principal.

VOCABULARY

- |                                  |                  |
|----------------------------------|------------------|
| 1. vice-principal - sub-director | 3. help - ayudar |
| 2. job - trabajo                 | 4. I'm - yo soy  |

SUBSTITUTION

What's your name?  
address?  
phone number?

My name's \_\_\_\_\_  
address is \_\_\_\_\_  
phone number's \_\_\_\_\_

Are you the principal?  
Is he  
Is she

Yes, I am.  
he is.  
she is.

No, I'm not.  
he's  
she's

Are you the principal?  
vice-principal?  
teacher?

Yes, I am.

No, I'm not.

READ

A vice-principal is an assistant. He helps the principal. Large schools have a vice-principal. Some very large schools have two vice-principals.

RESPONSE DRILL

What's a vice-principal?  
He's an assistant.

What's his job?  
He helps the principal.

Is he the principal?  
No, he isn't. He's the vice-principal.



## WRITE AND PRACTICE

### Lesson 3

1. Ask a question. Use: vice-principal, you  
Are \_\_\_\_\_ the \_\_\_\_\_?
2. Answer the question. Use: not, principal, no  
\_\_\_\_\_, I'm \_\_\_\_\_. I'm the \_\_\_\_\_.
3. My name is \_\_\_\_\_.
4. My address is \_\_\_\_\_.
5. My phone number is \_\_\_\_\_.

**OBJECTIVE:** The student will be able to define at least twelve out of the fifteen selections in the first three vocabulary lists, as shown by a matching test given by the teacher.



Adult Basic Education Program  
Los Angeles Unified School District

Lesson 3 - STUDENT TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

LEVEL \_\_\_\_\_

SCORE \_\_\_\_\_

DIRECTIONS: Choose the correct English words and write them in the blanks.

close  
school  
have a seat  
principal  
high school

appointment  
elementary school  
far  
busy  
children

office  
vice-principal  
help  
job  
I'm

1. lejos
2. escuela secundaria
3. yo soy
4. cita
5. oficina, despacho
6. escuela primaria
7. ayudar
8. director
9. escuela
10. niños, hijos
11. ocupado(a)
12. trabajo
13. sientese
14. sub-director
15. cerca

\_\_\_\_\_

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Adult Basic Education Program  
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

School Counselor

Lesson 4

DIALOGUE

- S-1 Schools have counselors.  
S-2 What are their duties?  
S-1 They help students and they keep records..  
S-2 I want to see the school counselor.  
S-1 He's here every Monday.

VOCABULARY

- |                          |                       |
|--------------------------|-----------------------|
| 1. counselor - consejero | 4. records - archivos |
| 2. duties - obligaciones | 5. here - aqui        |
| 3. keep - guardar        |                       |

SUBSTITUTION

Schools have counselors.  
principals.  
vice-principals.  
teachers.

They help students.  
children.  
parents.

I want to see the school counselor.  
principal.  
vice-principal.  
teacher.

He's here every Monday.  
Tuesday.  
Wednesday.  
Thursday.  
Friday.

READ

Elementary, junior high, high schools, and adult schools have many classes. Counselors help students with their classes and problems. They keep student records, too.

RESPONSE DRILL

Who keeps records in high school?

Counselors keep student records.

Who helps students with their classes and problems?

Counselors help students with their classes and problems.

RESPONSE DRILL (CONT'D)

Lesson 4

Are there counselors in your school?

Yes, there are.

No, there aren't.

WRITE AND PRACTICE

1. Ask a question. Use: their, what, are

\_\_\_\_\_ duties?

2. Answer the question. Use: students, they, help

**OBJECTIVES:** The student will be able to recognize by sight and sound eight out of ten of the selections from the vocabulary lists in Lessons 1 - 4.

**RESOURCES:** Examples of the records counselors keep at all levels of public schools (Cumulative Record Cards, transcripts, etc.).

Adult Basic Education Program  
Los Angeles Unified School District

Lesson 4 - STUDENT TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

LEVEL \_\_\_\_\_

SCORE \_\_\_\_\_

DIRECTIONS: Circle the correct word or words in each line after the teacher says the number and word.

1. child      duties      address      busy
2. home      school      church      keep
3. children      come in      counselors      answer
4. high school      schools      office      elementary schools
5. help      job      hall      duty
6. here      hungry      angry      help
7. principal      intelligent      opinion      appointment
8. paper      principal      pencils      vice-principal
9. book      pen      busy      building
10. answers      books      records      from

School Nurse

Lesson 5

DIALOGUE

- S-1 We have a nurse at our school.
- S-2 You're lucky. They deal with health problems.
- S-1 Is your nurse busy?
- S-2 Yes, she's very busy.

VOCABULARY

- |                           |                   |
|---------------------------|-------------------|
| 1. nurse - enfermera      | 4. health - salud |
| 2. lucky - tener suerte   | 5. very - muy     |
| 3. deal with - tratar con | 6. sad - triste   |

SUBSTITUTION

They deal with health problems.  
school  
family  
home  
money

He deals with health problems.  
school  
family  
home  
money

Is your nurse busy?  
wife  
girlfriend  
husband  
boyfriend

Yes, she's very busy.  
he's

No, she isn't busy.  
he

You're lucky.  
unlucky.  
happy.  
sad.

Are you lucky?  
unlucky?  
happy?  
sad?

Yes, I am. No, I'm not.

READ

School nurses keep health records. They aren't doctors. They don't have medicine for children. Many schools don't have school nurses every day.

RESPONSE DRILL

Do school nurses keep health records?  
Yes, they do.

RESPONSE DRILL (CONT'D).

Lesson 5

Are school nurses doctors?

No, they aren't.

Do nurses have medicine for children?

No, they don't.

Are nurses at all schools every day?

No, they aren't.

WRITE AND PRACTICE

1. Ask a question. Use: busy, nurse

Is the \_\_\_\_\_?

2. Answer the question. Use: office, in, no

\_\_\_\_\_, she's \_\_\_\_\_ the \_\_\_\_\_.

**OBJECTIVE:** The learner will demonstrate his ability to understand at least seven out of ten English sentences taken from the Substitution sections of Lessons 1, 2, 4, and 5, by choosing from three illustrations the one that best illustrates each sentence as it is read only twice by the teacher.

Lesson 5 - STUDENT TEST  
TEACHER GUIDE

NOTE TO TEACHER: The correct answer follows each sentence.

1. They deal with health problems. (C)
2. I want to see the school counselor. (C)
3. Mario's at home. (A)
4. He's in the cafeteria. (B)
5. I have an appointment. (A)
6. They're at work. (B)
7. He's angry. (C)
8. They're at school. (B)
9. Please have a seat. (B)
10. They're at church. (A)

Lesson 5 - STUDENT TEST

NAME \_\_\_\_\_

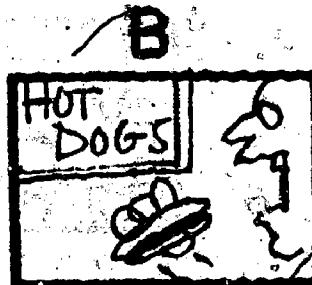
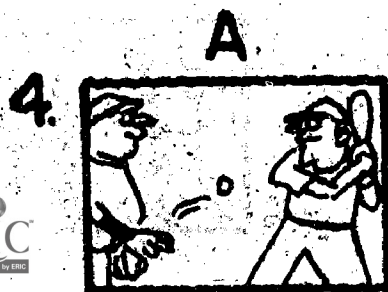
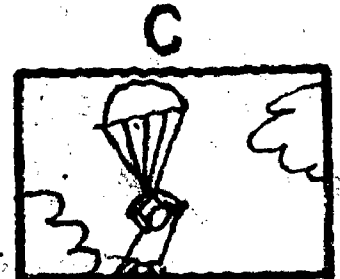
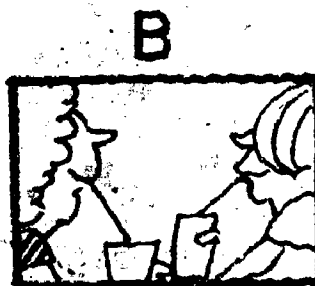
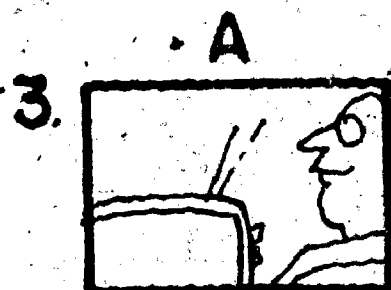
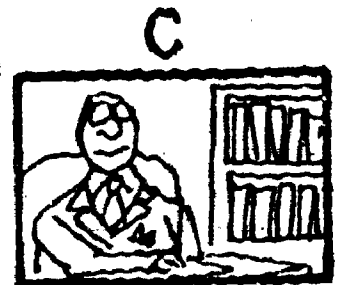
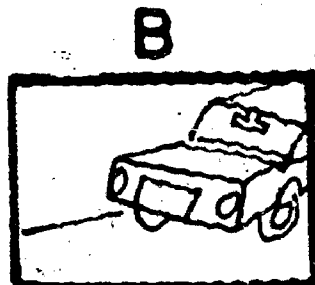
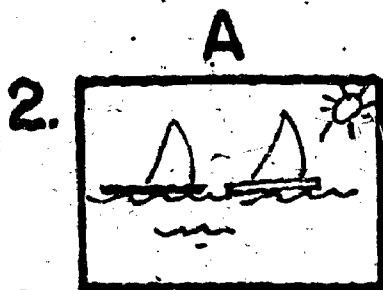
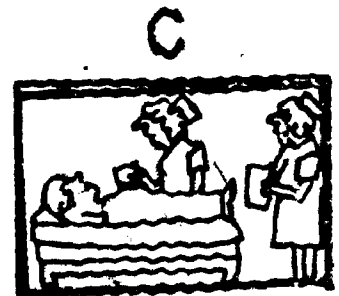
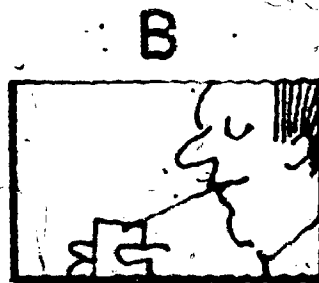
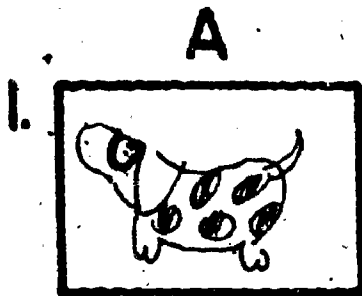
DATE \_\_\_\_\_

TEACHER'S NAME \_\_\_\_\_

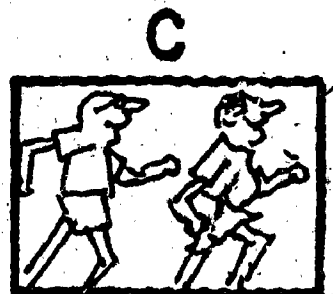
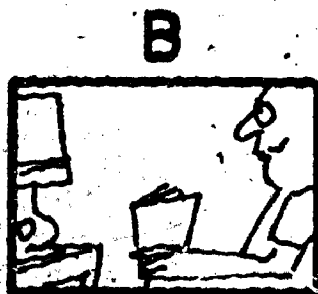
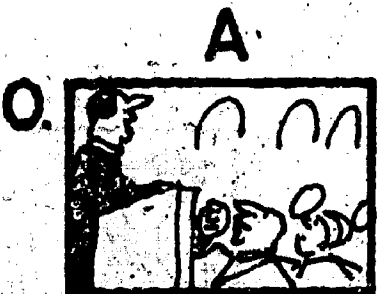
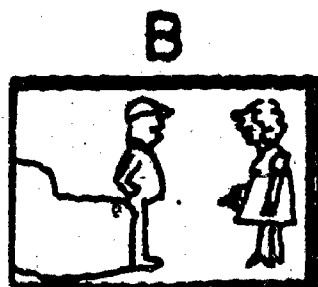
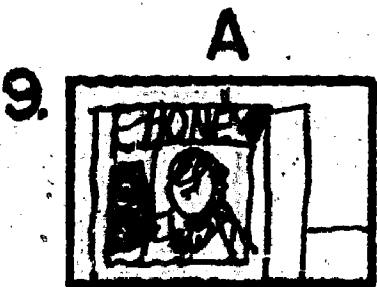
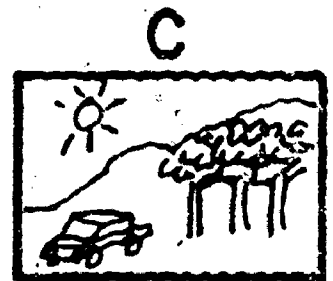
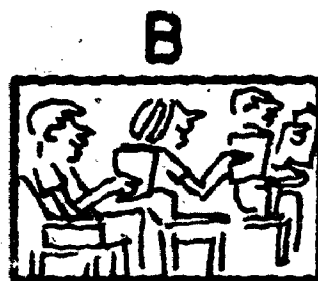
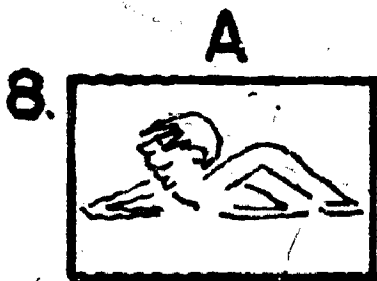
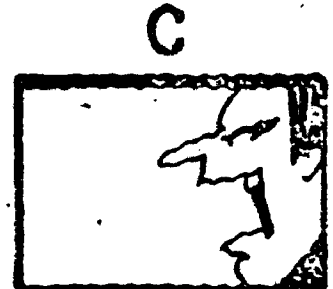
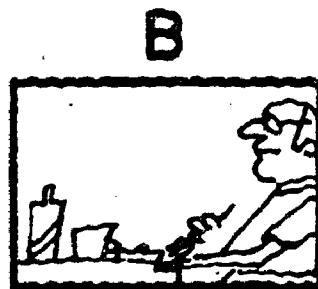
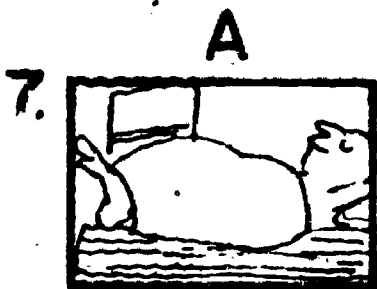
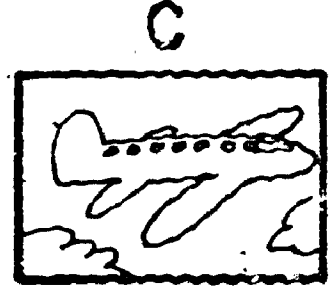
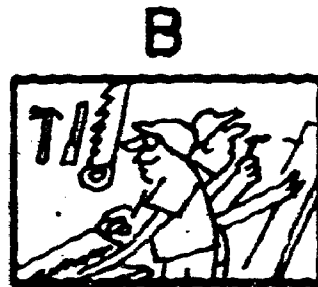
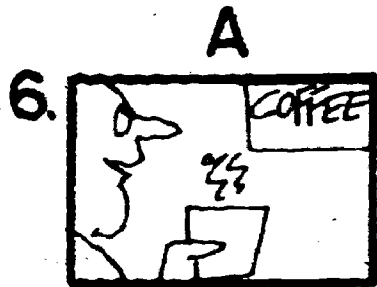
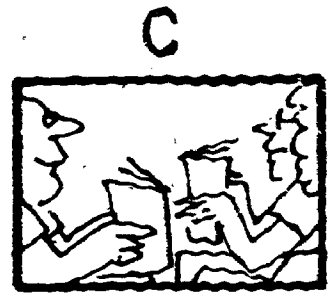
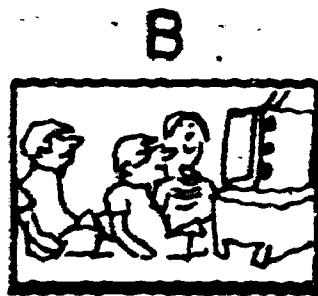
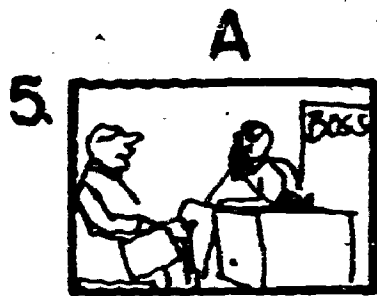
LEVEL \_\_\_\_\_

SCORE \_\_\_\_\_

**DIRECTIONS:** The teacher will read a sentence only twice for each number (1-10).  
Decide which picture best illustrates the sentence and circle the  
A, B, or C above the picture.







COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

School Appointments

Lesson 6

DIALOGUE

S-1 I have an appointment with the teacher.

S-2 Please sit down. She isn't here now.

S-1 Is she late?

S-2 No. You're a little early.

VOCABULARY

1. teacher - maestro(a)

4. with - con

2. late - tarde

5. now - ahora, en el momento

3. early - temprano

SUBSTITUTION

She's here now.

The teacher's

Helen's

My sister's

He's

Robert's

The principal's

My son's

She isn't here now.

The teacher

Helen

My sister

He.

Robert

The principal

My son

Is she here now?

the teacher

Helen

my sister

he

Robert

the principal

my son

Yes, she is.

she(he)

she

she

he

he

he(she)

he

No, she isn't.

she(he)

she

she

he

he

he(she)

he

Isn't she here now?

the teacher

Helen

my sister

he

Robert

the principal

my son

Yes, she is.

she(he)

she

she

he

he

he(she)

he

No, she isn't.

she(he)

she

she

he

he

he(she)

he

I have an appointment with the teacher.  
the principal.  
the vice-principal.  
the nurse.  
the counselor.

READ

Robert has an appointment with the teacher. He's on time. The teacher's busy. Robert sits down and waits.

RESPONSE DRILL

Is Robert early?  
No, he's on time.

Is Robert late?  
No, he's on time.

What does Robert do?  
He sits down and waits.

INDIVIDUAL PRACTICE

1. Ask a question. Use: appointment, have, you

Do \_\_\_\_\_ an \_\_\_\_\_?

2. Answer a question. Use: an, yes, appointment.

\_\_\_\_\_, I have \_\_\_\_\_.

**OBJECTIVE:** The student will demonstrate an ability to recognize oral and written standard English, by underlining at least six out of seven correct sentences that are among seven selections read by the teacher.

Adult Basic Education Program  
Los Angeles Unified School District

Lesson 2 - STUDENT TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

LEVEL \_\_\_\_\_

SCORE \_\_\_\_\_

DIRECTIONS: Circle the correct word or words in each line after the teacher says the number and the word.

1. school      far      principal      appointment
2. have a seat      elementary school      stand up      come in
3. close      children      sit down      busy      hungry
4. excuse      office      principal      appointment
5. room      city      hall      office      wait

Adult Basic Education Program  
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Vice-Principal

Lesson 3

DIALOGUE

- S-1 Are you the principal?
- S-2 No, I'm not. I'm the vice-principal.
- S-1 What's your job?
- S-2 I help the principal.

VOCABULARY

- |                                  |                  |
|----------------------------------|------------------|
| 1. vice-principal - sub-director | 3. help - ayudar |
| 2. job - trabajo                 | 4. I'm - yo soy  |

SUBSTITUTION

What's your name?  
address?  
phone number?

My name's \_\_\_\_\_  
address is \_\_\_\_\_  
phone number's \_\_\_\_\_

Are you the principal?  
Is he  
Is she

Yes, I am.  
he is.  
she is.

No, I'm not.  
he's  
she's

Are you the principal?  
vice-principal?  
teacher?

Yes, I am.

No, I'm not.

READ

A vice-principal is an assistant. He helps the principal. Large schools have a vice-principal. Some very large schools have two vice-principals.

RESPONSE DRILL

What's a vice-principal?  
He's an assistant.

What's his job?  
He helps the principal.

Is he the principal?  
No, he isn't. He's the vice-principal.

## WRITE AND PRACTICE

### Lesson 3

1. Ask a question. Use: vice-principal, you  
Are \_\_\_\_\_ the \_\_\_\_\_?
2. Answer the question. Use: not, principal, no  
\_\_\_\_\_, I'm \_\_\_\_\_. I'm the \_\_\_\_\_.
3. My name is \_\_\_\_\_.
4. My address is \_\_\_\_\_.
5. My phone number is \_\_\_\_\_.

**OBJECTIVE:** The student will be able to define at least twelve out of the fifteen selections in the first three vocabulary lists, as shown by a matching test given by the teacher.

Adult Basic Education Program  
Los Angeles Unified School District

Lesson 3 - STUDENT TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

LEVEL \_\_\_\_\_

SCORE \_\_\_\_\_

DIRECTIONS: Choose the correct English words and write them in the blanks.

close  
school  
have a seat  
principal  
high school

appointment  
elementary school  
far  
busy  
children

office  
vice-principal  
help  
job  
I'm

1. lejos
2. escuela secundaria
3. yo soy
4. cita
5. oficina, despacho
6. escuela primaria
7. ayudar
8. director
9. escuela
10. niños, hijos
11. ocupado(a)
12. trabajo
13. sientese
14. sub-director
15. cerca

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Adult Basic Education Program  
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

School Counselor

Lesson 4

DIALOGUE

- S-1 Schools have counselors.
- S-2 What are their duties?
- S-1 They help students and they keep records..
- S-2 I want to see the school counselor.
- S-1 He's here every Monday.

VOCABULARY

- |                          |                       |
|--------------------------|-----------------------|
| 1. counselor - consejero | 4. records - archivos |
| 2. duties - obligaciones | 5. here - aqui        |
| 3. keep - guardar        |                       |

SUBSTITUTION

Schools have counselors.  
principals.  
vice-principals.  
teachers.

They help students.  
children.  
parents.

I want to see the school counselor.  
principal.  
vice-principal.  
teacher.

He's here every Monday.  
Tuesday.  
Wednesday.  
Thursday.  
Friday.

READ

Elementary, junior high, high schools, and adult schools have many classes. Counselors help students with their classes and problems. They keep student records, too.

RESPONSE DRILL

Who keeps records in high school?

Counselors keep student records.

Who helps students with their classes and problems?

Counselors help students with their classes and problems.



RESPONSE DRILL (CONT'D)

Lesson 4

Are there counselors in your school?

Yes, there are.

No, there aren't.

WRITE AND PRACTICE

1. Ask a question. Use: their, what, are  
\_\_\_\_\_ duties?

2. Answer the question. Use: students, they, help  
\_\_\_\_\_

**OBJECTIVES:** The student will be able to recognize by sight and sound eight out of ten of the selections from the vocabulary lists in Lessons 1 - 4.

**RESOURCES:** Examples of the records counselors keep at all levels of public schools (Cumulative Record Cards, transcripts, etc.).

Adult Basic Education Program  
Los Angeles Unified School District

Lesson 4 - STUDENT TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

LEVEL \_\_\_\_\_

SCORE \_\_\_\_\_

DIRECTIONS: Circle the correct word or words in each line after the teacher says the number and word.

1. child      duties      address      busy
2. home      school      church      keep
3. children      come in      counselors      answer
4. high school      schools      office      elementary schools
5. help      job      hall      duty
6. here      hungry      angry      help
7. principal      intelligent      opinion      appointment
8. paper      principal      pencils      vice-principal
9. book      pen      busy      building
10. answers      books      records      from

School Nurse

Lesson 5

DIALOGUE

- S-1 We have a nurse at our school.  
S-2 You're lucky. They deal with health problems.  
S-1 Is your nurse busy?  
S-2 Yes, she's very busy.

VOCABULARY

- |                           |                   |
|---------------------------|-------------------|
| 1. nurse - enfermera      | 4. health - salud |
| 2. lucky - tener suerte   | 5. very - muy     |
| 3. deal with - tratar con | 6. sad - triste   |

SUBSTITUTION

They deal with <u>health</u> problems.	He deals with <u>health</u> problems.
school	school
family	family
home	home
money	money

Is your <u>nurse</u> busy?	Yes, <u>she's</u> very busy.	No, <u>she</u> isn't busy.
wife		
girlfriend		
husband	he's	he
boyfriend		

You're <u>lucky</u> .	Are you <u>lucky</u> ?	Yes, I am.	No, I'm not.
unlucky.	unlucky?		
happy.	happy?		
sad.	sad?		

READ

School nurses keep health records. They aren't doctors. They don't have medicine for children. Many schools don't have school nurses every day.

RESPONSE DRILL

Do school nurses keep health records?  
Yes, they do.

RESPONSE DRILL (CONT'D).

Lesson 5

Are school nurses doctors?

No, they aren't.

Do nurses have medicine for children?

No, they don't.

Are nurses at all schools every day?

No, they aren't.

WRITE AND PRACTICE

1. Ask a question. Use: busy, nurse

Is the \_\_\_\_\_?

2. Answer the question. Use: office, in, no

\_\_\_\_\_, she's \_\_\_\_\_ the \_\_\_\_\_.

**OBJECTIVE:** The learner will demonstrate his ability to understand at least seven out of ten English sentences taken from the Substitution sections of Lessons 1, 2, 4, and 5, by choosing from three illustrations the one that best illustrates each sentence as it is read only twice by the teacher.

Lesson 5 - STUDENT TEST  
TEACHER GUIDE

NOTE TO TEACHER: The correct answer follows each sentence.

1. They deal with health problems. (C)
2. I want to see the school counselor. (C)
3. Mario's at home. (A)
4. He's in the cafeteria. (B)
5. I have an appointment. (A)
6. They're at work. (B)
7. He's angry. (C)
8. They're at school. (B)
9. Please have a seat. (B)
10. They're at church. (A)

Lesson 5 - STUDENT TEST

NAME \_\_\_\_\_

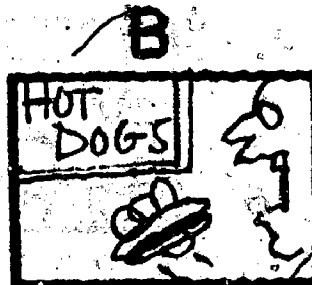
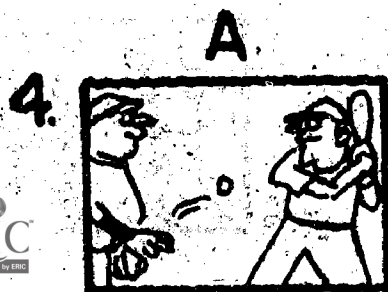
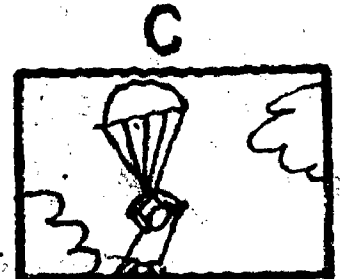
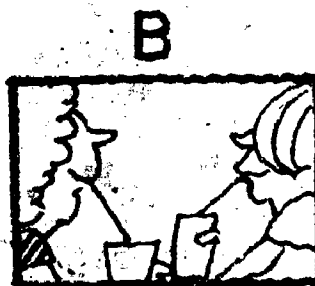
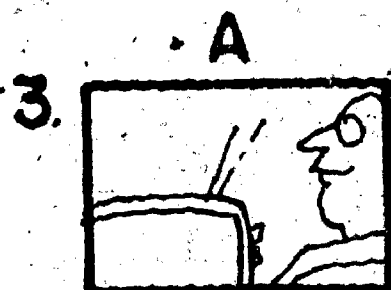
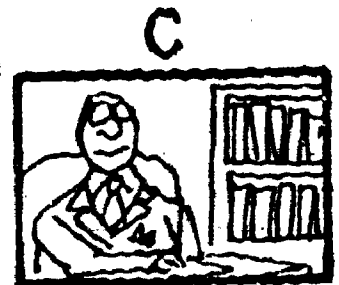
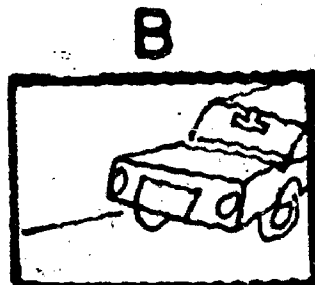
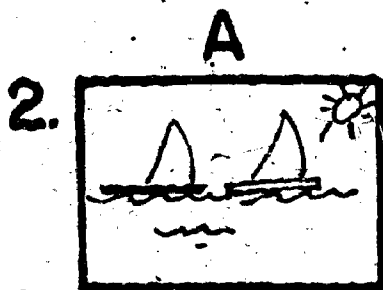
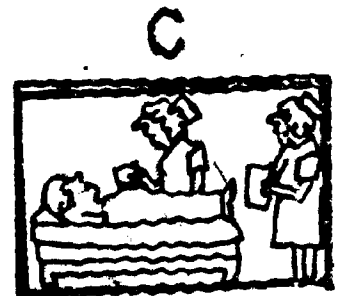
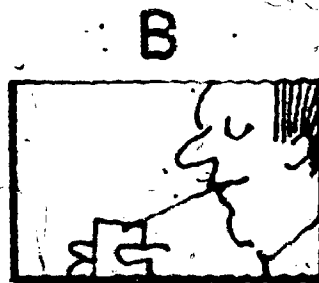
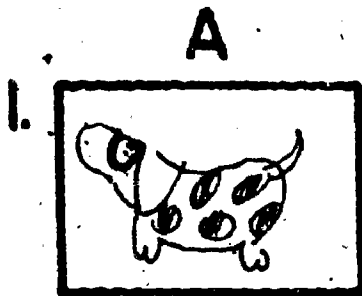
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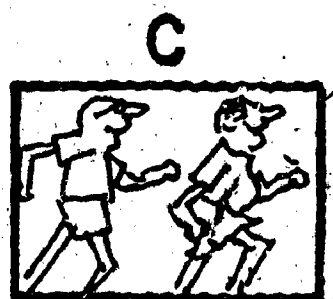
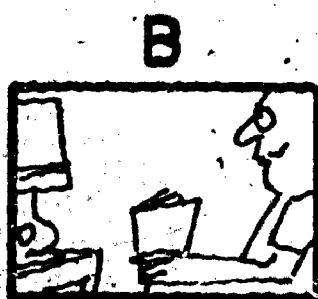
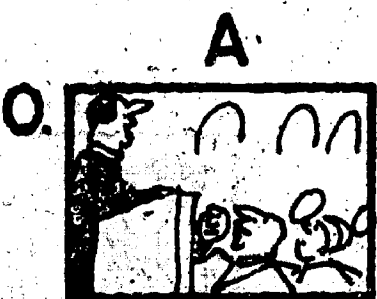
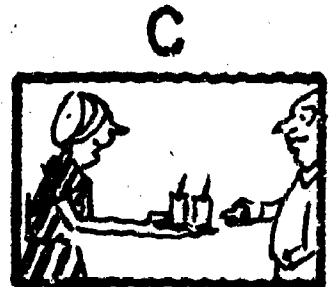
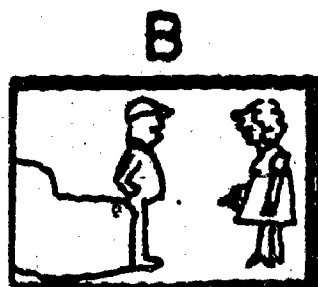
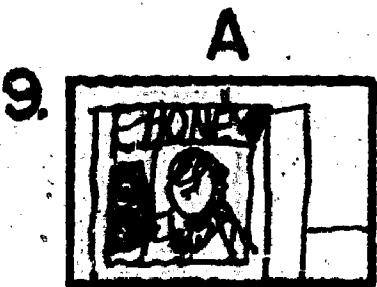
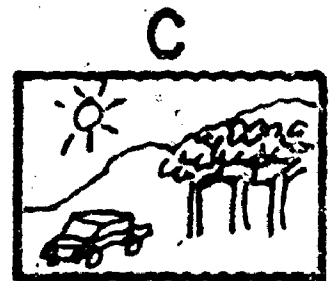
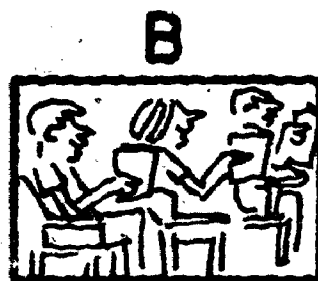
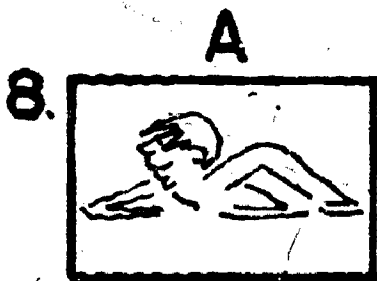
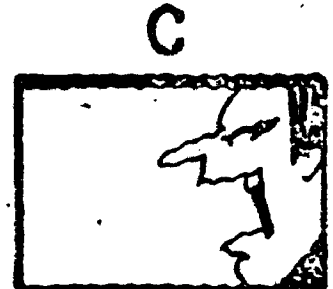
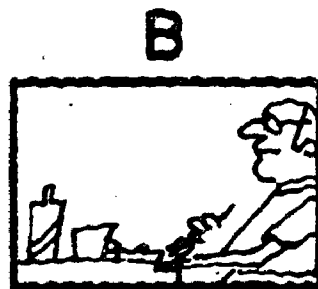
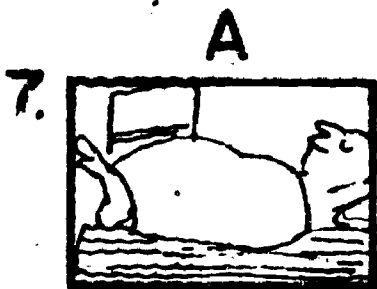
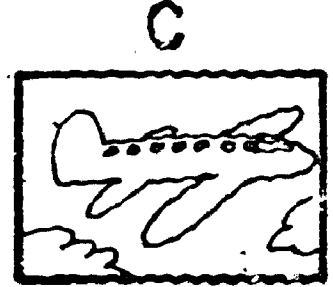
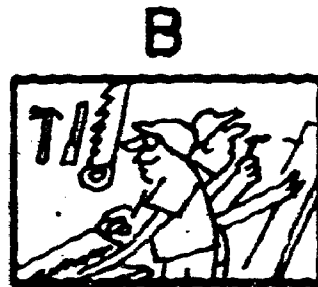
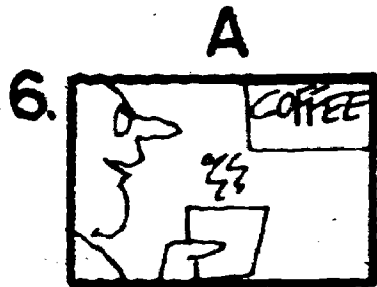
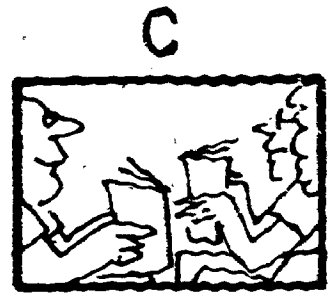
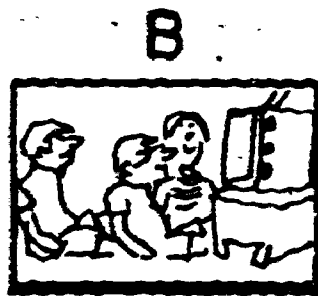
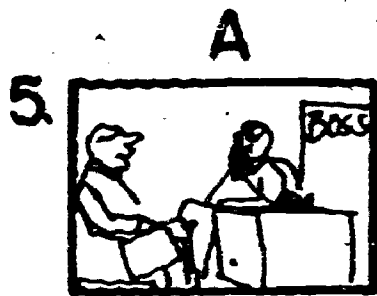
TEACHER'S NAME \_\_\_\_\_

LEVEL \_\_\_\_\_

SCORE \_\_\_\_\_

**DIRECTIONS:** The teacher will read a sentence only twice for each number (1-10).  
Decide which picture best illustrates the sentence and circle the  
A, B, or C above the picture.





COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

School Appointments

Lesson 6

DIALOGUE

S-1 I have an appointment with the teacher.

S-2 Please sit down. She isn't here now.

S-1 Is she late?

S-2 No. You're a little early.

VOCABULARY

1. teacher - maestro(a)

4. with - con

2. late - tarde

5. now - ahora, en el momento

3. early - temprano

SUBSTITUTION

She's here now.

The teacher's

Helen's

My sister's

He's

Robert's

The principal's

My son's

She isn't here now.

The teacher

Helen

My sister

He.

Robert

The principal

My son

Is she here now?

the teacher

Helen

my sister

he

Robert

the principal

my son

Yes, she is.

she(he)

she

she

he

he

he(she)

he

No, she isn't.

she(he)

she

she

he

he

he(she)

he

Isn't she here now?

the teacher

Helen

my sister

he

Robert

the principal

my son

Yes, she is.

she(he)

she

she

he

he

he(she)

he

No, she isn't.

she(he)

she

she

he

he

he(she)

he



I have an appointment with the teacher.  
the principal.  
the vice-principal.  
the nurse.  
the counselor.

READ

Robert has an appointment with the teacher. He's on time. The teacher's busy. Robert sits down and waits.

RESPONSE DRILL

Is Robert early?  
No, he's on time.

Is Robert late?  
No, he's on time.

What does Robert do?  
He sits down and waits.

INDIVIDUAL PRACTICE

1. Ask a question. Use: appointment, have, you

Do \_\_\_\_\_ an \_\_\_\_\_?

2. Answer a question. Use: an, yes, appointment.

\_\_\_\_\_, I have \_\_\_\_\_.

**OBJECTIVE:** The student will demonstrate an ability to recognize oral and written standard English, by underlining at least six out of seven correct sentences that are among seven selections read by the teacher.

Adult Basic Education Program  
Los Angeles Unified School District

Lesson 2 - STUDENT TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

LEVEL \_\_\_\_\_

SCORE \_\_\_\_\_

DIRECTIONS: Circle the correct word or words in each line after the teacher says the number and the word.

1. school      far      principal      appointment
2. have a seat      elementary school      stand up      come in
3. close      children      sit down      busy      hungry
4. excuse      office      principal      appointment
5. room      city      hall      office      wait

Adult Basic Education Program  
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Vice-Principal

Lesson 3

DIALOGUE

- S-1 Are you the principal?
- S-2 No, I'm not. I'm the vice-principal.
- S-1 What's your job?
- S-2 I help the principal.

VOCABULARY

- |                                  |                  |
|----------------------------------|------------------|
| 1. vice-principal - sub-director | 3. help - ayudar |
| 2. job - trabajo                 | 4. I'm - yo soy  |

SUBSTITUTION

What's your name?  
address?  
phone number?

My name's \_\_\_\_\_  
address is \_\_\_\_\_  
phone number's \_\_\_\_\_

Are you the principal?  
Is he  
Is she

Yes, I am.  
he is.  
she is.

No, I'm not.  
he's  
she's

Are you the principal?  
vice-principal?  
teacher?

Yes, I am.

No, I'm not.

READ

A vice-principal is an assistant. He helps the principal. Large schools have a vice-principal. Some very large schools have two vice-principals.

RESPONSE DRILL

What's a vice-principal?  
He's an assistant.

What's his job?  
He helps the principal.

Is he the principal?  
No, he isn't. He's the vice-principal.

## WRITE AND PRACTICE

## Lesson 3

1. Ask a question. Use: vice-principal, you  
Are \_\_\_\_\_ the \_\_\_\_\_?
2. Answer the question. Use: not, principal, no  
\_\_\_\_\_, I'm \_\_\_\_\_. I'm the \_\_\_\_\_.
3. My name is \_\_\_\_\_.
4. My address is \_\_\_\_\_.
5. My phone number is \_\_\_\_\_.

**OBJECTIVE:** The student will be able to define at least twelve out of the fifteen selections in the first three vocabulary lists, as shown by a matching test given by the teacher.

Adult Basic Education Program  
Los Angeles Unified School District

Lesson 3 - STUDENT TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

LEVEL \_\_\_\_\_

SCORE \_\_\_\_\_

DIRECTIONS: Choose the correct English words and write them in the blanks.

close  
school  
have a seat  
principal  
high school

appointment  
elementary school  
far  
busy  
children

office  
vice-principal  
help  
job  
I'm

1. lejos
2. escuela secundaria
3. yo soy
4. cita
5. oficina, despacho
6. escuela primaria
7. ayudar
8. director
9. escuela
10. niños, hijos
11. ocupado(a)
12. trabajo
13. sientese
14. sub-director
5. cerca

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Adult Basic Education Program  
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

School Counselor

Lesson 4

DIALOGUE

- S-1 Schools have counselors.  
S-2 What are their duties?  
S-1 They help students and they keep records..  
S-2 I want to see the school counselor.  
S-1 He's here every Monday.

VOCABULARY

- |                          |                       |
|--------------------------|-----------------------|
| 1. counselor - consejero | 4. records - archivos |
| 2. duties - obligaciones | 5. here - aqui        |
| 3. keep - guardar        |                       |

SUBSTITUTION

Schools have counselors.  
principals.  
vice-principals.  
teachers.

They help students.  
children.  
parents.

I want to see the school counselor.  
principal.  
vice-principal.  
teacher.

He's here every Monday.  
Tuesday.  
Wednesday.  
Thursday.  
Friday.

READ

Elementary, junior high, high schools, and adult schools have many classes. Counselors help students with their classes and problems. They keep student records, too.

RESPONSE DRILL

Who keeps records in high school?

Counselors keep student records.

Who helps students with their classes and problems?

Counselors help students with their classes and problems.

RESPONSE DRILL (CONT'D)

Lesson 4

Are there counselors in your school?

Yes, there are.

No, there aren't.

WRITE AND PRACTICE

1. Ask a question. Use: their, what, are

\_\_\_\_\_ duties?

2. Answer the question. Use: students, they, help

**OBJECTIVES:** The student will be able to recognize by sight and sound eight out of ten of the selections from the vocabulary lists in Lessons 1 - 4.

**RESOURCES:** Examples of the records counselors keep at all levels of public schools (Cumulative Record Cards, transcripts, etc.).

Adult Basic Education Program  
Los Angeles Unified School District

Lesson 4 - STUDENT TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

LEVEL \_\_\_\_\_

SCORE \_\_\_\_\_

DIRECTIONS: Circle the correct word or words in each line after the teacher says the number and word.

1. child      duties      address      busy
2. home      school      church      keep
3. children      come in      counselors      answer
4. high school      schools      office      elementary schools
5. help      job      hall      duty
6. here      hungry      angry      help
7. principal      intelligent      opinion      appointment
8. paper      principal      pencils      vice-principal
9. book      pen      busy      building
10. answers      books      records      from



Adult Basic Education Program  
Los Angeles Unified School District

School Nurse

Lesson 5

DIALOGUE

- S-1 We have a nurse at our school.  
S-2 You're lucky. They deal with health problems.  
S-1 Is your nurse busy?  
S-2 Yes, she's very busy.

VOCABULARY

- |                           |                   |
|---------------------------|-------------------|
| 1. nurse - enfermera      | 4. health - salud |
| 2. lucky - tener suerte   | 5. very - muy     |
| 3. deal with - tratar con | 6. sad - triste   |

SUBSTITUTION

They deal with health problems.  
school  
family  
home  
money

He deals with health problems.  
school  
family  
home  
money

Is your nurse busy?  
wife  
girlfriend  
husband  
boyfriend

Yes, she's very busy.  
he's

No, she isn't busy.  
he

You're lucky.  
unlucky.  
happy.  
sad.

Are you lucky?  
unlucky?  
happy?  
sad?

Yes, I am. No, I'm not.

READ

School nurses keep health records. They aren't doctors. They don't have medicine for children. Many schools don't have school nurses every day.

RESPONSE DRILL

Do school nurses keep health records?  
Yes, they do.

RESPONSE DRILL (CONT'D).

Lesson 5

Are school nurses doctors?

No, they aren't.

Do nurses have medicine for children?

No, they don't.

Are nurses at all schools every day?

No, they aren't.

WRITE AND PRACTICE

1. Ask a question. Use: busy, nurse

Is the \_\_\_\_\_?

2. Answer the question. Use: office, in, no

\_\_\_\_\_, she's \_\_\_\_\_ the \_\_\_\_\_.

**OBJECTIVE:** The learner will demonstrate his ability to understand at least seven out of ten English sentences taken from the Substitution sections of Lessons 1, 2, 4, and 5, by choosing from three illustrations the one that best illustrates each sentence as it is read only twice by the teacher.

Lesson 5 - STUDENT TEST  
TEACHER GUIDE

NOTE TO TEACHER: The correct answer follows each sentence.

1. They deal with health problems. (C)
2. I want to see the school counselor. (C)
3. Mario's at home. (A)
4. He's in the cafeteria. (B)
5. I have an appointment. (A)
6. They're at work. (B)
7. He's angry. (C)
8. They're at school. (B)
9. Please have a seat. (B)
10. They're at church. (A)

Lesson 5 - STUDENT TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

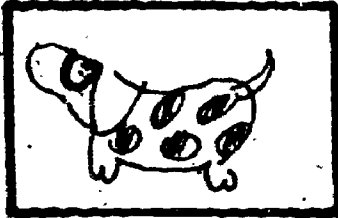
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LEVEL \_\_\_\_\_

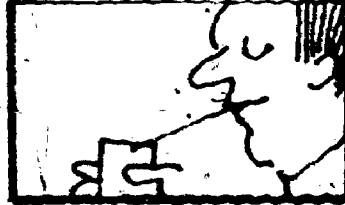
SCORE \_\_\_\_\_

**DIRECTIONS:** The teacher will read a sentence only twice for each number (1-10).  
Decide which picture best illustrates the sentence and circle the  
A, B, or C above the picture.

A



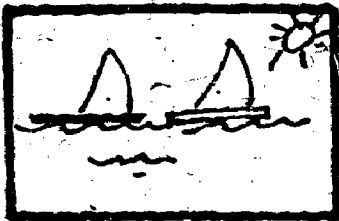
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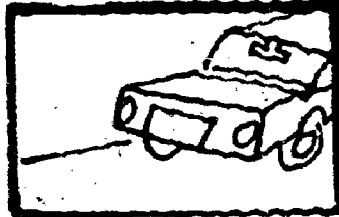
C



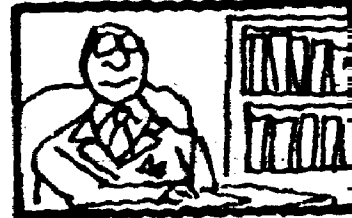
A



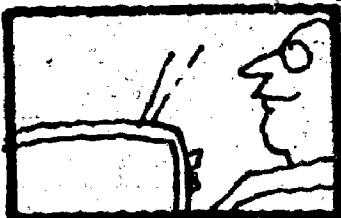
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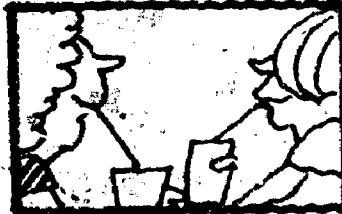
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A



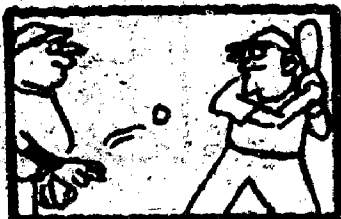
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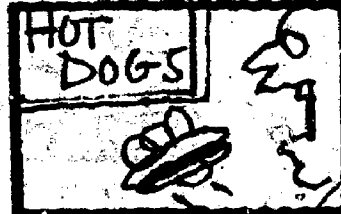
C



A

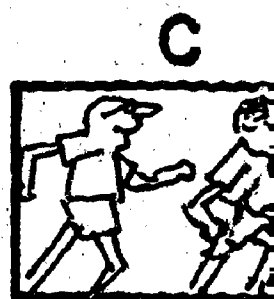
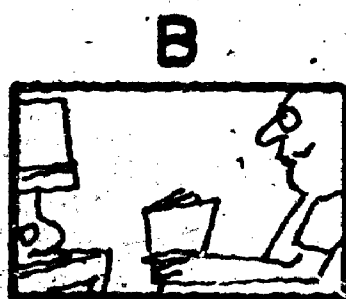
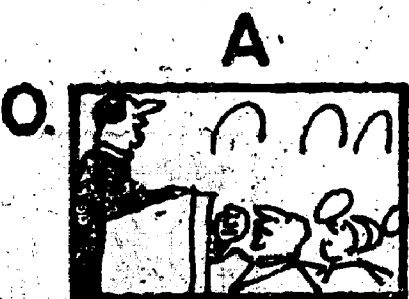
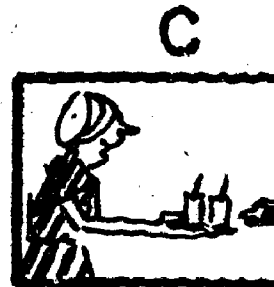
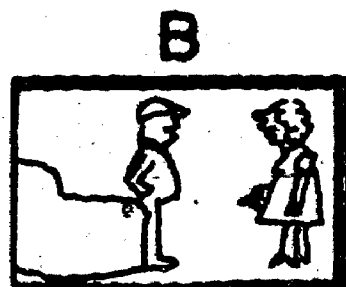
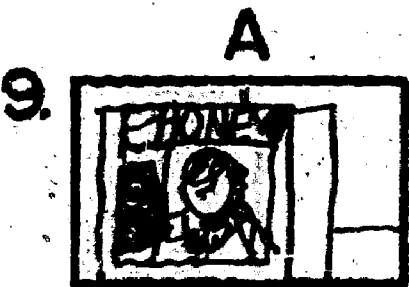
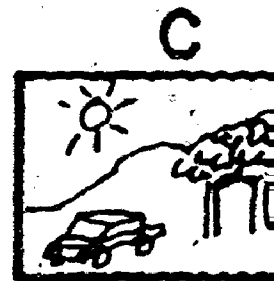
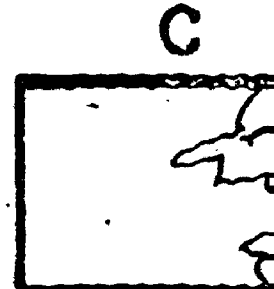
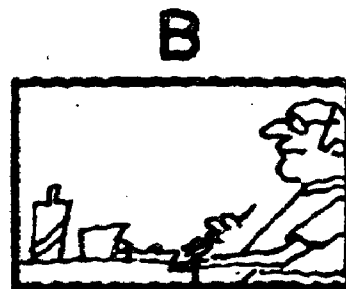
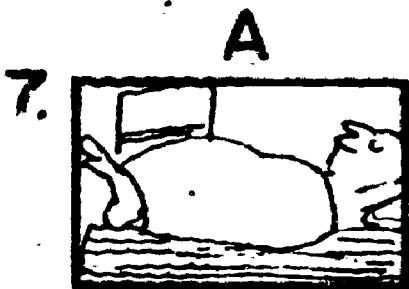
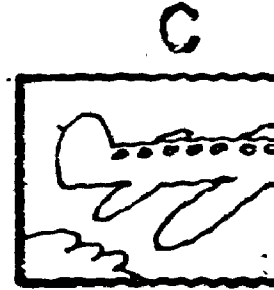
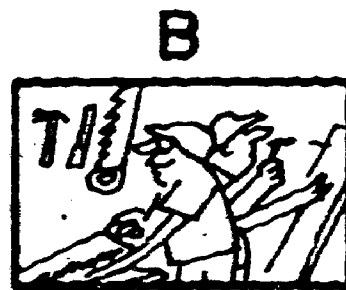
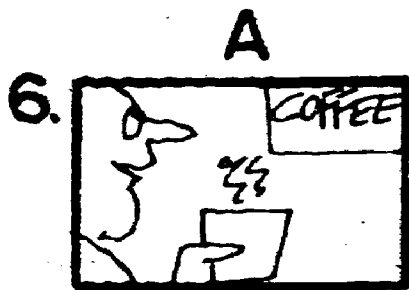
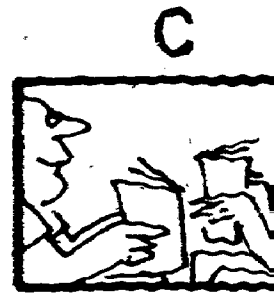
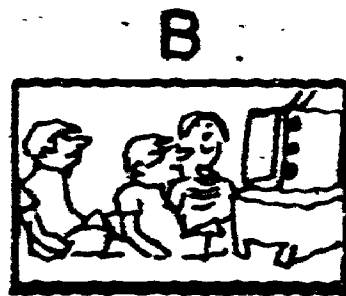
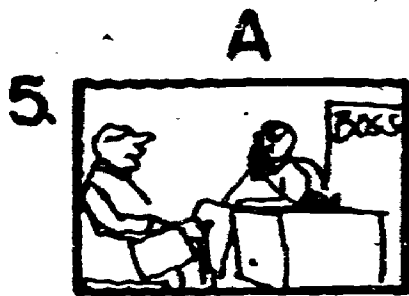


B



C





COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

School Appointments

Lesson 6

DIALOGUE

- S-1 I have an appointment with the teacher.  
S-2 Please sit down. She isn't here now.  
S-1 Is she late?  
S-2 No. You're a little early.

VOCABULARY

- |                         |                               |
|-------------------------|-------------------------------|
| 1. teacher - maestro(a) | 4. with - con                 |
| 2. late - tarde         | 5. now - ahora, en el momento |
| 3. early - temprano     |                               |

SUBSTITUTION

She's here now.  
The teacher's  
Helen's  
My sister's  
He's  
Robert's  
The principal's  
My son's

She isn't here now.  
The teacher  
Helen  
My sister  
He.  
Robert  
The principal  
My son

Is she here now?  
the teacher  
Helen  
my sister  
he  
Robert  
the principal  
my son

Yes, she is.  
she(he)  
she  
she  
he  
he  
he(she)  
he

No, she isn't.  
she(he)  
she  
she  
he  
he  
he(she)  
he

Isn't she here now?  
the teacher  
Helen  
my sister  
he  
Robert  
the principal  
my son

Yes, she is.  
she(he)  
she  
she  
he  
he  
he(she)  
he

No, she isn't.  
she(he)  
she  
she  
he  
he  
he(she)  
he

I have an appointment with the teacher.  
the principal.  
the vice-principal.  
the nurse.  
the counselor.

READ

Robert has an appointment with the teacher. He's on time. The teacher's busy. Robert sits down and waits.

RESPONSE DRILL

Is Robert early?  
No, he's on time.

Is Robert late?  
No, he's on time.

What does Robert do?  
He sits down and waits.

INDIVIDUAL PRACTICE

1. Ask a question. Use: appointment, have, you

Do \_\_\_\_\_ an \_\_\_\_\_?

2. Answer a question. Use: an, yes, appointment.

\_\_\_\_\_, I have \_\_\_\_\_.

**OBJECTIVE:** The student will demonstrate an ability to recognize oral and written standard English, by underlining at least six out of seven correct sentences that are among seven selections read by the teacher.

Adult Basic Education Program  
Los Angeles Unified School District

Lesson 2 - STUDENT TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

LEVEL \_\_\_\_\_

SCORE \_\_\_\_\_

DIRECTIONS: Circle the correct word or words in each line after the teacher says the number and the word.

1. school far principal appointment
2. have a seat elementary school stand up come in
3. close children sit down busy hungry
4. excuse office principal appointment
5. room city hall office wait



Adult Basic Education Program  
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Vice-Principal

Lesson 3

DIALOGUE

- S-1 Are you the principal?  
S-2 No, I'm not. I'm the vice-principal.  
S-1 What's your job?  
S-2 I help the principal.

VOCABULARY

- |                                  |                  |
|----------------------------------|------------------|
| 1. vice-principal - sub-director | 3. help - ayudar |
| 2. job - trabajo                 | 4. I'm - yo soy  |

SUBSTITUTION

What's your name?  
address?  
phone number?

My name's \_\_\_\_\_  
address is \_\_\_\_\_  
phone number's \_\_\_\_\_

Are you the principal?  
Is he  
Is she

Yes, I am.  
he is.  
she is.

No, I'm not.  
he's  
she's

Are you the principal?  
vice-principal?  
teacher?

Yes, I am.

No, I'm not.

READ

A vice-principal is an assistant. He helps the principal. Large schools have a vice-principal. Some very large schools have two vice-principals.

RESPONSE DRILL

What's a vice-principal?  
He's an assistant.

What's his job?  
He helps the principal.

Is he the principal?  
No, he isn't. He's the vice-principal.

## WRITE AND PRACTICE

## Lesson 3

1. Ask a question. Use: vice-principal, you  
Are \_\_\_\_\_ the \_\_\_\_\_?
2. Answer the question. Use: not, principal, no  
\_\_\_\_\_, I'm \_\_\_\_\_. I'm the \_\_\_\_\_.
3. My name is \_\_\_\_\_.
4. My address is \_\_\_\_\_.
5. My phone number is \_\_\_\_\_.

**OBJECTIVE:** The student will be able to define at least twelve out of the fifteen selections in the first three vocabulary lists, as shown by a matching test given by the teacher.

Adult Basic Education Program  
Los Angeles Unified School District

Lesson 3 - STUDENT TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

LEVEL \_\_\_\_\_

SCORE \_\_\_\_\_

DIRECTIONS: Choose the correct English words and write them in the blanks.

close  
school  
have a seat  
principal  
high school

appointment  
elementary school  
far  
busy  
children

office  
vice-principal  
help  
job  
I'm

1. lejos
2. escuela secundaria
3. yo soy
4. cita
5. oficina, despacho
6. escuela primaria
7. ayudar
8. director
9. escuela
10. niños, hijos
11. ocupado(a)
12. trabajo
13. sientese
14. sub-director

\_\_\_\_\_

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cerca

Adult Basic Education Program  
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

School Counselor

Lesson 4

DIALOGUE

- S-1 Schools have counselors.
- S-2 What are their duties?
- S-1 They help students and they keep records..
- S-2 I want to see the school counselor.
- S-1 He's here every Monday.

VOCABULARY

- |                          |                       |
|--------------------------|-----------------------|
| 1. counselor - consejero | 4. records - archivos |
| 2. duties - obligaciones | 5. here - aqui        |
| 3. keep - guardar        |                       |

SUBSTITUTION

Schools have counselors.  
principals.  
vice-principals.  
teachers.

They help students.  
children.  
parents.

I want to see the school counselor.  
principal.  
vice-principal.  
teacher.

He's here every Monday.  
Tuesday.  
Wednesday.  
Thursday.  
Friday.

READ

Elementary, junior high, high schools, and adult schools have many classes. Counselors help students with their classes and problems. They keep student records, too.

RESPONSE DRILL

Who keeps records in high school?

Counselors keep student records.

Who helps students with their classes and problems?

Counselors help students with their classes and problems.

RESPONSE DRILL (CONT'D)

Lesson 4

Are there counselors in your school?

Yes, there are.

No, there aren't.

WRITE AND PRACTICE

1. Ask a question. Use: their, what, are

\_\_\_\_\_ duties?

2. Answer the question. Use: students, they, help

**OBJECTIVES:** The student will be able to recognize by sight and sound eight out of ten of the selections from the vocabulary lists in Lessons 1 - 4.

**RESOURCES:** Examples of the records counselors keep at all levels of public schools (Cumulative Record Cards, transcripts, etc.).

Adult Basic Education Program  
Los Angeles Unified School District

Lesson 4 - STUDENT TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

LEVEL \_\_\_\_\_

SCORE \_\_\_\_\_

DIRECTIONS: Circle the correct word or words in each line after the teacher says the number and word.

1. child          duties          address          busy
2. home          school          church          keep
3. children          come in          counselors          answer
4. high school          schools          office          elementary schools
5. help          job          hall          duty
6. here          hungry          angry          help
7. principal          intelligent          opinion          appointment
8. paper          principal          pencils          vice-principal
9. book          pen          busy          building
10. answers          books          records          from

School Nurse

Lesson 5

DIALOGUE

- S-1 We have a nurse at our school.  
S-2 You're lucky. They deal with health problems.  
S-1 Is your nurse busy?  
S-2 Yes, she's very busy.

VOCABULARY

- |                           |                   |
|---------------------------|-------------------|
| 1. nurse - enfermera      | 4. health - salud |
| 2. lucky - tener suerte   | 5. very - muy     |
| 3. deal with - tratar con | 6. sad - triste   |

SUBSTITUTION

They deal with health problems.  
school  
family  
home  
money

He deals with health problems.  
school  
family  
home  
money

Is your nurse busy?  
wife  
girlfriend  
husband  
boyfriend

Yes, she's very busy.  
  
he's

No, she isn't busy.  
  
he

You're lucky.  
unlucky.  
happy.  
sad.

Are you lucky?  
unlucky?  
happy?  
sad?

Yes, I am. No, I'm not.

READ

School nurses keep health records. They aren't doctors. They don't have medicine for children. Many schools don't have school nurses every day.

RESPONSE DRILL

Do school nurses keep health records?  
Yes, they do.

Are school nurses doctors?  
No, they aren't.

Do nurses have medicine for children?  
No, they don't.

Are nurses at all schools every day?  
No, they aren't.

WRITE AND PRACTICE

1. Ask a question. Use: busy, nurse

Is the \_\_\_\_\_?

2. Answer the question. Use: office, in, no

\_\_\_\_\_, she's \_\_\_\_\_ the \_\_\_\_\_.

**OBJECTIVE:** The learner will demonstrate his ability to understand at least seven out of ten English sentences taken from the Substitution sections of Lessons 1, 2, 4, and 5, by choosing from three illustrations the one that best illustrates each sentence as it is read only twice by the teacher.



Lesson 5 - STUDENT TEST  
TEACHER GUIDE

NOTE TO TEACHER: The correct answer follows each sentence.

1. They deal with health problems. (C)
2. I want to see the school counselor. (C)
3. Mario's at home. (A)
4. He's in the cafeteria. (B)
5. I have an appointment. (A)
6. They're at work. (B)
7. He's angry. (C)
8. They're at school. (B)
9. Please have a seat. (B)
10. They're at church. (A)

Lesson 5 - STUDENT TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

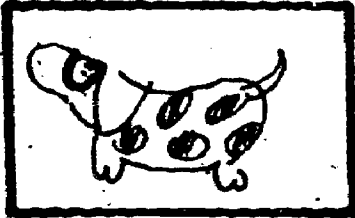
TEACHER'S NAME \_\_\_\_\_

LEVEL \_\_\_\_\_

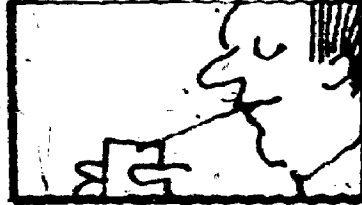
SCORE \_\_\_\_\_

**DIRECTIONS:** The teacher will read a sentence only twice for each number (1-10).  
Decide which picture best illustrates the sentence and circle the  
A, B, or C above the picture.

A



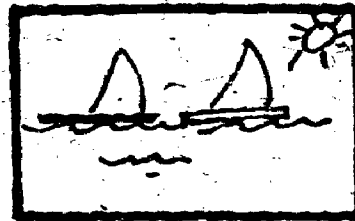
B



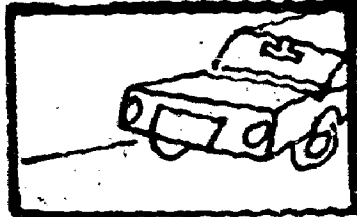
C



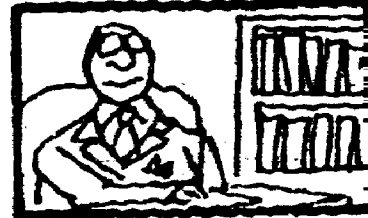
A



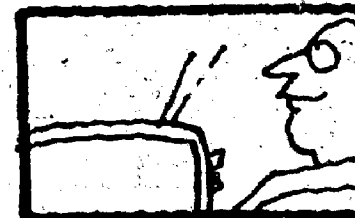
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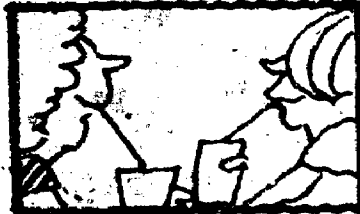
C



A



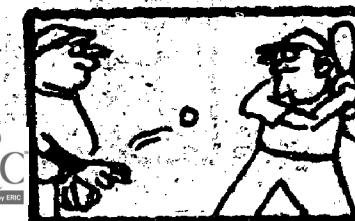
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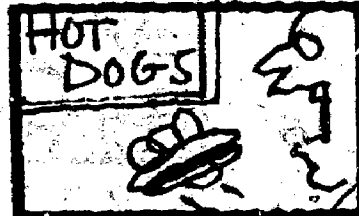
C



A



B



C

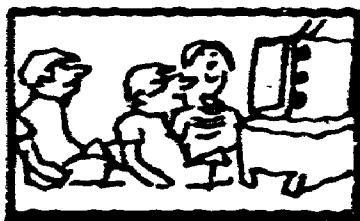


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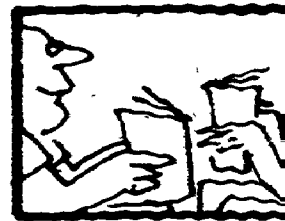
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B



C



A

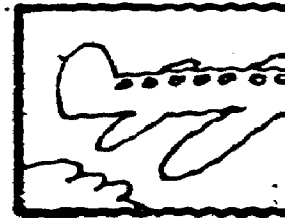
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B

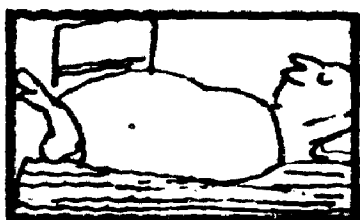


C

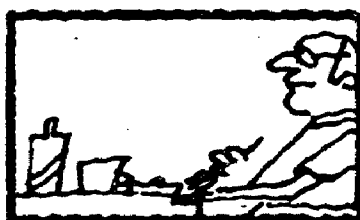


A

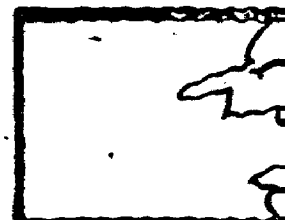
7.



B



C

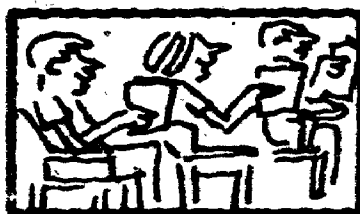


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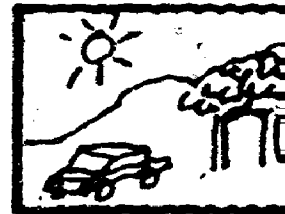
8.



B



C

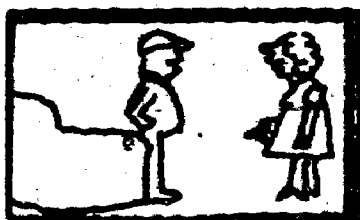


A

9.



B

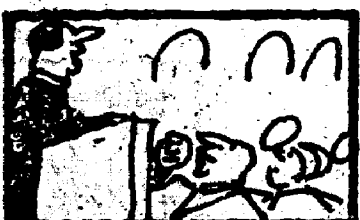


C

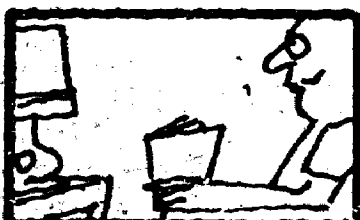


A

10.



B



C



COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

School Appointments

Lesson 6

DIALOGUE

- S-1 I have an appointment with the teacher.  
S-2 Please sit down. She isn't here now.  
S-1 Is she late?  
S-2 No. You're a little early.

VOCABULARY

- |                         |                               |
|-------------------------|-------------------------------|
| 1. teacher - maestro(a) | 4. with - con                 |
| 2. late - tarde         | 5. now - ahora, en el momento |
| 3. early - temprano     |                               |

SUBSTITUTION

She's here now.  
The teacher's  
Helen's  
My sister's  
He's  
Robert's  
The principal's  
My son's

She isn't here now.  
The teacher  
Helen  
My sister  
He.  
Robert  
The principal  
My son

Is she here now?  
the teacher  
Helen  
my sister  
he  
Robert  
the principal  
my son

Yes, she is.  
she(he)  
she  
she  
he  
he  
he(she)  
he

No, she isn't.  
she(he)  
she  
she  
he  
he  
he(she)  
he

Isn't she here now?  
the teacher  
Helen  
my sister  
he  
Robert  
the principal  
my son

Yes, she is.  
she(he)  
she  
she  
he  
he  
he(she)  
he

No, she isn't.  
she(he)  
she  
she  
he  
he  
he(she)  
he

## SUBSTITUTION (CONT'D)

## Lesson 6

I have an appointment with the teacher.  
the principal.  
the vice-principal.  
the nurse.  
the counselor.

### READ

Robert has an appointment with the teacher. He's on time. The teacher's busy. Robert sits down and waits.

### RESPONSE DRILL

Is Robert early?  
No, he's on time.

Is Robert late?  
No, he's on time.

What does Robert do?  
He sits down and waits.

### INDIVIDUAL PRACTICE

1. Ask a question. Use: appointment, have, you  
Do \_\_\_\_\_ an \_\_\_\_\_?
2. Answer a question. Use: an, yes, appointment.  
\_\_\_\_\_, I have \_\_\_\_\_.

**OBJECTIVE:** The student will demonstrate an ability to recognize oral and written standard English, by underlining at least six out of seven correct sentences that are among seven selections read by the teacher.

Adult Basic Education Program  
Los Angeles Unified School District

Lesson 2 - STUDENT TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

LEVEL \_\_\_\_\_

SCORE \_\_\_\_\_

DIRECTIONS: Circle the correct word or words in each line after the teacher says the number and the word.

1. school far principal appointment
2. have a seat elementary school stand up come in
3. close children sit down busy hungry
4. excuse office principal appointment
5. room city hall office wait

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Vice-Principal

Lesson 3

DIALOGUE

- S-1 Are you the principal?  
S-2 No, I'm not. I'm the vice-principal.  
S-1 What's your job?  
S-2 I help the principal.

VOCABULARY

1. vice-principal - sub-director      3. help - ayudar  
2. job - trabajo      4. I'm - yo soy

SUBSTITUTION

What's your name?  
address?  
phone number?

My name's \_\_\_\_\_  
address is \_\_\_\_\_  
phone number's \_\_\_\_\_

Are you the principal?  
Is he  
Is she

Yes, I am.  
he is.  
she is.

No, I'm not.  
he's  
she's

Are you the principal?  
vice-principal?  
teacher?

Yes, I am.

No, I'm not.

READ

A vice-principal is an assistant. He helps the principal. Large schools have a vice-principal. Some very large schools have two vice-principals.

RESPONSE DRILL

What's a vice-principal?  
He's an assistant.

What's his job?  
He helps the principal.

Is he the principal?  
No, he isn't. He's the vice-principal.

## WRITE AND PRACTICE

## Lesson 3

1. Ask a question. Use: vice-principal, you

Are \_\_\_\_\_ the \_\_\_\_\_?

2. Answer the question. Use: not, principal, no

\_\_\_\_\_, I'm \_\_\_\_\_. I'm the \_\_\_\_\_.

3. My name is \_\_\_\_\_.

4. My address is \_\_\_\_\_.

5. My phone number is \_\_\_\_\_.

**OBJECTIVE:** The student will be able to define at least twelve out of the fifteen selections in the first three vocabulary lists, as shown by a matching test given by the teacher.



Adult Basic Education Program  
Los Angeles Unified School District

Lesson 3 - STUDENT TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

LEVEL \_\_\_\_\_

SCORE \_\_\_\_\_

DIRECTIONS: Choose the correct English words and write them in the blanks.

close  
school  
have a seat  
principal  
high school

appointment  
elementary school  
far  
busy  
children

office  
vice-principal  
help  
job  
I'm

1. lejos
  2. escuela secundaria
  3. yo soy
  4. cita
  5. oficina, despacho
  6. escuela primaria
  7. ayudar
  8. director
  9. escuela
  10. niños, hijos
  11. ocupado(a)
  12. trabajo
  13. sientese
  14. sub-director
- cerca

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Adult Basic Education Program  
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

School Counselor

Lesson 4

DIALOGUE

- S-1 Schools have counselors.  
S-2 What are their duties?  
S-1 They help students and they keep records..  
S-2 I want to see the school counselor.  
S-1 He's here every Monday.

VOCABULARY

- |                          |                       |
|--------------------------|-----------------------|
| 1. counselor - consejero | 4. records - archivos |
| 2. duties - obligaciones | 5. here - aqui        |
| 3. keep - guardar        |                       |

SUBSTITUTION

Schools have counselors.  
principals.  
vice-principals.  
teachers.

They help students.  
children.  
parents.

I want to see the school counselor.  
principal.  
vice-principal.  
teacher.

He's here every Monday.  
Tuesday.  
Wednesday.  
Thursday.  
Friday.

READ

Elementary, junior high, high schools, and adult schools have many classes. Counselors help students with their classes and problems. They keep student records, too.

RESPONSE DRILL

Who keeps records in high school?

Counselors keep student records.

Who helps students with their classes and problems?

Counselors help students with their classes and problems.

RESPONSE DRILL (CONT'D)

Lesson 4

Are there counselors in your school?

Yes, there are.

No, there aren't.

WRITE AND PRACTICE

1. Ask a question. Use: their, what, are

\_\_\_\_\_ duties?

2. Answer the question. Use: students, they, help

**OBJECTIVES:** The student will be able to recognize by sight and sound eight out of ten of the selections from the vocabulary lists in Lessons 1 - 4.

**RESOURCES:** Examples of the records counselors keep at all levels of public schools (Cumulative Record Cards, transcripts, etc.).

Adult Basic Education Program  
Los Angeles Unified School District

Lesson 4 - STUDENT TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

LEVEL \_\_\_\_\_

SCORE \_\_\_\_\_

DIRECTIONS: Circle the correct word or words in each line after the teacher says the number and word.

1. child          duties          address          busy
2. home          school          church          keep
3. children          come in          counselors          answer
4. high school          schools          office          elementary schools
5. help          job          hall          duty
6. here          hungry          angry          help
7. principal          intelligent          opinion          appointment
8. paper          principal          pencils          vice-principal
9. book          pen          busy          building
10. answers          books          records          from

School Nurse

Lesson 5

DIALOGUE

- S-1 We have a nurse at our school.  
S-2 You're lucky. They deal with health problems.  
S-1 Is your nurse busy?  
S-2 Yes, she's very busy.

VOCABULARY

- |                           |                   |
|---------------------------|-------------------|
| 1. nurse - enfermera      | 4. health - salud |
| 2. lucky - tener suerte   | 5. very - muy     |
| 3. deal with - tratar con | 6. sad - triste   |

SUBSTITUTION

They deal with health problems.  
school  
family  
home  
money

He deals with health problems.  
school  
family  
home  
money

Is your nurse busy?  
wife  
girlfriend  
husband  
boyfriend

Yes, she's very busy.  
  
he's

No, she isn't busy.  
  
he

You're lucky.  
unlucky.  
happy.  
sad.

Are you lucky?  
unlucky?  
happy?  
sad?

Yes, I am. No, I'm not.

READ

School nurses keep health records. They aren't doctors. They don't have medicine for children. Many schools don't have school nurses every day.

RESPONSE DRILL

Do school nurses keep health records?  
Yes, they do.

Are school nurses doctors?  
No, they aren't.

Do nurses have medicine for children?  
No, they don't.

Are nurses at all schools every day?  
No, they aren't.

WRITE AND PRACTICE

1. Ask a question. Use: busy, nurse

Is the \_\_\_\_\_?

2. Answer the question. Use: office, in, no

\_\_\_\_\_, she's \_\_\_\_\_ the \_\_\_\_\_.

**OBJECTIVE:** The learner will demonstrate his ability to understand at least seven out of ten English sentences taken from the Substitution sections of Lessons 1, 2, 4, and 5, by choosing from three illustrations the one that best illustrates each sentence as it is read only twice by the teacher.

Lesson 5 - STUDENT TEST  
TEACHER GUIDE

NOTE TO TEACHER: The correct answer follows each sentence.

1. They deal with health problems. (C)
2. I want to see the school counselor. (C)
3. Mario's at home. (A)
4. He's in the cafeteria. (B)
5. I have an appointment. (A)
6. They're at work. (B)
7. He's angry. (C)
8. They're at school. (B)
9. Please have a seat. (B)
10. They're at church. (A)

Lesson 5 - STUDENT TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

TEACHER'S NAME \_\_\_\_\_

LEVEL \_\_\_\_\_

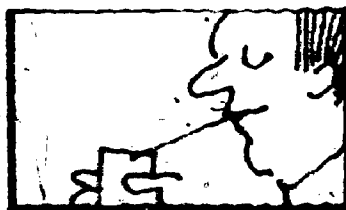
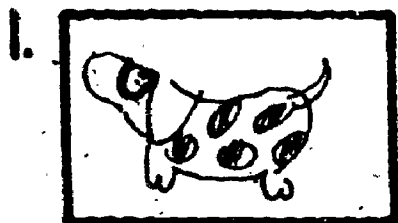
SCORE \_\_\_\_\_

**DIRECTIONS:** The teacher will read a sentence only twice for each number (1-10).  
Decide which picture best illustrates the sentence and circle the  
A, B, or C above the picture.

A

B

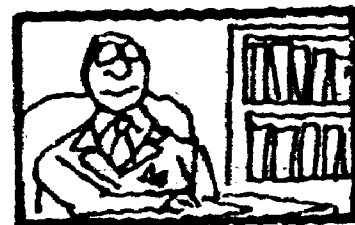
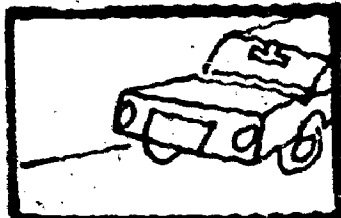
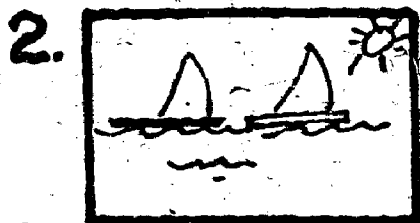
C



A

B

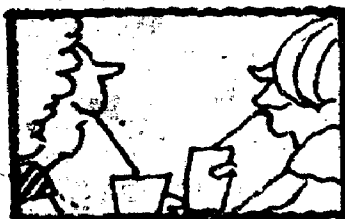
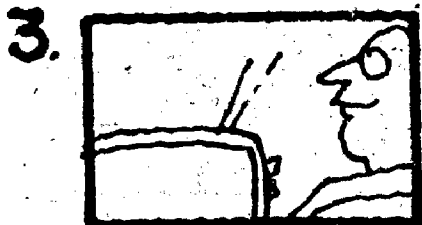
C



A

B

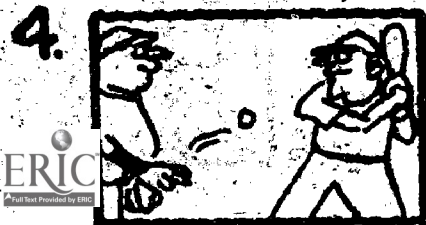
C



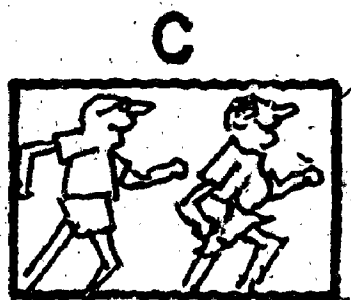
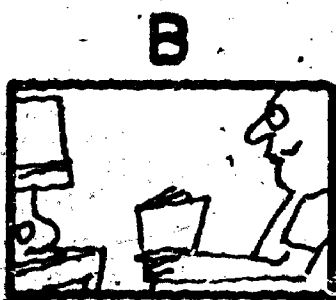
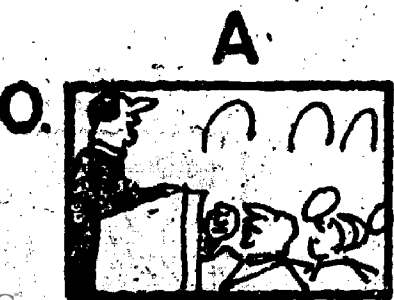
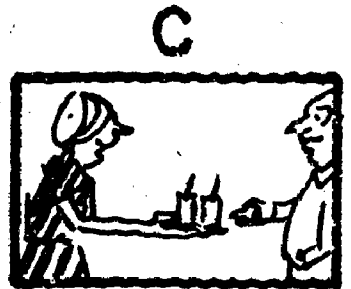
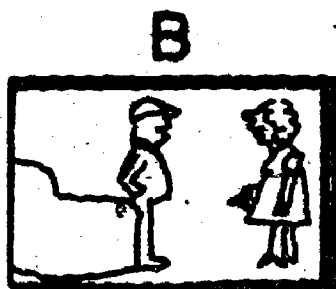
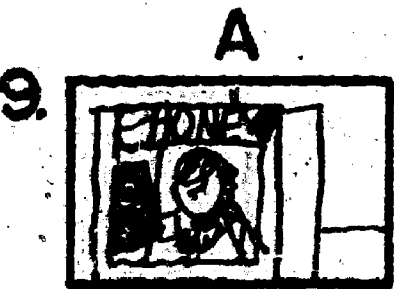
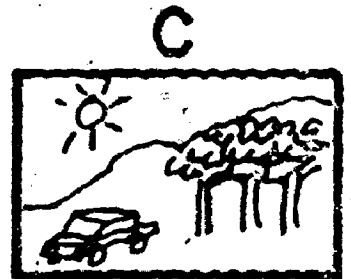
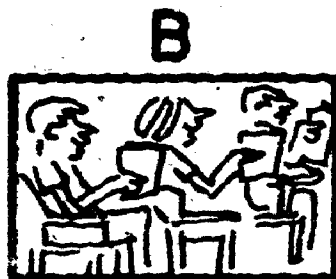
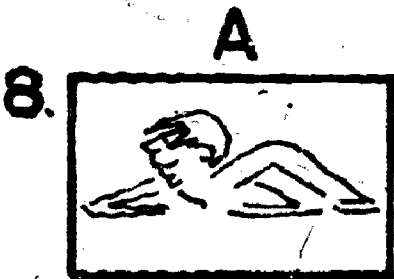
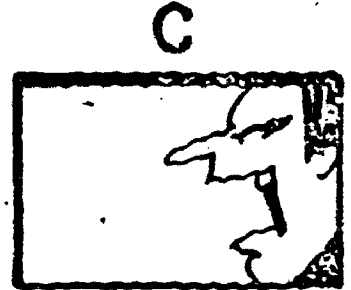
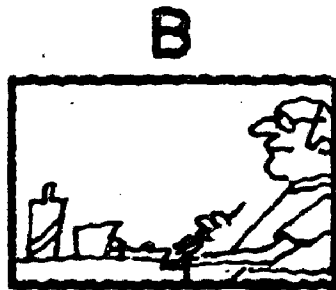
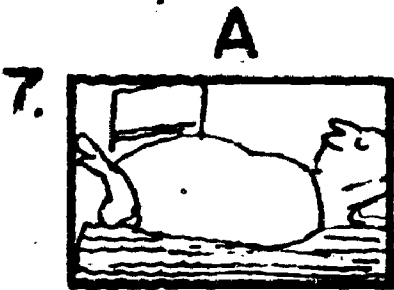
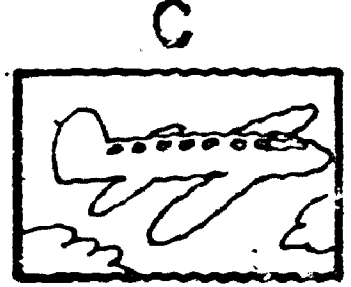
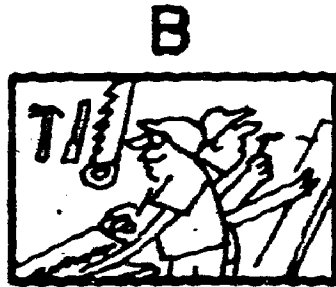
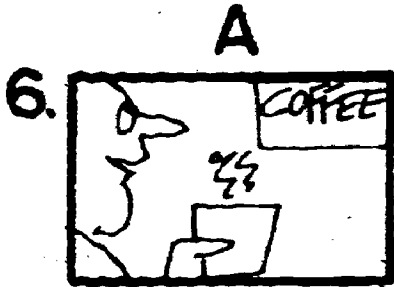
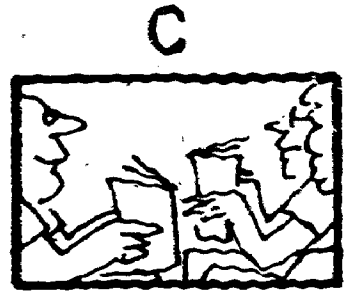
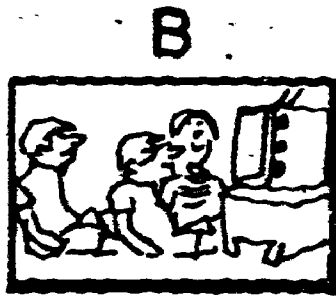
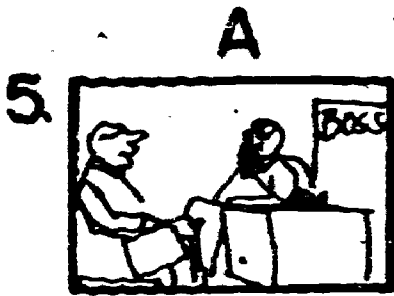
A

B

C







COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

School Appointments

Lesson 6

DIALOGUE

- S-1 I have an appointment with the teacher.  
S-2 Please sit down. She isn't here now.  
S-1 Is she late?  
S-2 No. You're a little early.

VOCABULARY

- |                         |                               |
|-------------------------|-------------------------------|
| 1. teacher - maestro(a) | 4. with - con                 |
| 2. late - tarde         | 5. now - ahora, en el momento |
| 3. early - temprano     |                               |

SUBSTITUTION

She's here now.  
The teacher's  
Helen's  
My sister's  
He's  
Robert's  
The principal's  
My son's

She isn't here now.  
The teacher  
Helen  
My sister  
He.  
Robert  
The principal  
My son

Is she here now?  
the teacher  
Helen  
my sister  
he  
Robert  
the principal  
my son

Yes, she is.  
she(he)  
she  
she  
he  
he  
he(she)  
he

No, she isn't.  
she(he)  
she  
she  
he  
he  
he(she)  
he

Isn't she here now?  
the teacher  
Helen  
my sister  
he  
Robert  
the principal  
my son

Yes, she is.  
she(he)  
she  
she  
he  
he  
he(she)  
he

No, she isn't.  
she(he)  
she  
she  
he  
he  
he(she)  
he

I have an appointment with the teacher.  
the principal.  
the vice-principal.  
the nurse.  
the counselor.

READ

Robert has an appointment with the teacher. He's on time. The teacher's busy. Robert sits down and waits.

RESPONSE DRILL

Is Robert early?  
No, he's on time.

Is Robert late?  
No, he's on time.

What does Robert do?  
He sits down and waits.

INDIVIDUAL PRACTICE

1. Ask a question. Use: appointment, have, you

Do \_\_\_\_\_ an \_\_\_\_\_?

2. Answer a question. Use: an, yes, appointment.

\_\_\_\_\_, I have \_\_\_\_\_.

**OBJECTIVE:** The student will demonstrate an ability to recognize oral and written standard English, by underlining at least six out of seven correct sentences that are among seven selections read by the teacher.

Adult Basic Education Program  
Los Angeles Unified School District

Lesson 2 - STUDENT TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

LEVEL \_\_\_\_\_

SCORE \_\_\_\_\_

DIRECTIONS: Circle the correct word or words in each line after the teacher says the number and the word.

1. school far principal appointment
2. have a seat elementary school stand up come in
3. close children sit down busy hungry
4. excuse office principal appointment
5. room city hall office wait

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Vice-Principal

Lesson 3

DIALOGUE

- S-1 Are you the principal?  
S-2 No, I'm not. I'm the vice-principal.  
S-1 What's your job?  
S-2 I help the principal.

VOCABULARY

- |                                  |                  |
|----------------------------------|------------------|
| 1. vice-principal - sub-director | 3. help - ayudar |
| 2. job - trabajo                 | 4. I'm - yo soy  |

SUBSTITUTION

What's your name?  
                  address?  
                  phone number?

My name's \_\_\_\_\_  
          address is \_\_\_\_\_  
          phone number's \_\_\_\_\_

Are you the principal?  
Is he  
Is she

Yes, I am.  
he is.  
she is.

No, I'm not.  
he's  
she's

Are you the principal?  
                  vice-principal?  
                  teacher?

Yes, I am.

No, I'm not.

READ

A vice-principal is an assistant. He helps the principal. Large schools have a vice-principal. Some very large schools have two vice-principals.

RESPONSE DRILL

What's a vice-principal?  
He's an assistant.

What's his job?  
He helps the principal.

Is he the principal?  
No, he isn't. He's the vice-principal.

## WRITE AND PRACTICE

### Lesson 3

1. Ask a question. Use: vice-principal, you

Are \_\_\_\_\_ the \_\_\_\_\_?

2. Answer the question. Use: not, principal, no

\_\_\_\_\_, I'm \_\_\_\_\_. I'm the \_\_\_\_\_.

3. My name is \_\_\_\_\_.

4. My address is \_\_\_\_\_.

5. My phone number is \_\_\_\_\_.

**OBJECTIVE:** The student will be able to define at least twelve out of the fifteen selections in the first three vocabulary lists, as shown by a matching test given by the teacher.

Adult Basic Education Program  
Los Angeles Unified School District

Lesson 3 - STUDENT TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

LEVEL \_\_\_\_\_

SCORE \_\_\_\_\_

DIRECTIONS: Choose the correct English words and write them in the blanks.

close  
school  
have a seat  
principal  
high school

appointment  
elementary school  
far  
busy  
children

office  
vice-principal  
help  
job  
I'm

1. lejos
  2. escuela secundaria
  3. yo soy
  4. cita
  5. oficina, despacho
  6. escuela primaria
  7. ayudar
  8. director
  9. escuela
  10. niños, hijos
  11. ocupado(a)
  12. trabajo
  13. sientese
  14. sub-director
- cerca

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Adult Basic Education Program  
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

School Counselor

Lesson 4

DIALOGUE

- S-1 Schools have counselors.  
S-2 What are their duties?  
S-1 They help students and they keep records..  
S-2 I want to see the school counselor.  
S-1 He's here every Monday.

VOCABULARY

- |                          |                       |
|--------------------------|-----------------------|
| 1. counselor - consejero | 4. records - archivos |
| 2. duties - obligaciones | 5. here - aqui        |
| 3. keep - guardar        |                       |

SUBSTITUTION

Schools have counselors.  
principals.  
vice-principals.  
teachers.

They help students.  
children.  
parents.

I want to see the school counselor.  
principal.  
vice-principal.  
teacher.

He's here every Monday.  
Tuesday.  
Wednesday.  
Thursday.  
Friday.

READ

Elementary, junior high, high schools, and adult schools have many classes. Counselors help students with their classes and problems. They keep student records, too.

RESPONSE DRILL

Who keeps records in high school?

Counselors keep student records.

Who helps students with their classes and problems?

Counselors help students with their classes and problems.



RESPONSE DRILL (CONT'D)

Lesson 4

Are there counselors in your school?

Yes, there are.

No, there aren't.

WRITE AND PRACTICE

1. Ask a question. Use: their, what, are

\_\_\_\_\_ duties?

2. Answer the question. Use: students, they, help

**OBJECTIVES:** The student will be able to recognize by sight and sound eight out of ten of the selections from the vocabulary lists in Lessons 1 - 4.

**RESOURCES:** Examples of the records counselors keep at all levels of public schools (Cumulative Record Cards, transcripts, etc.).

Adult Basic Education Program  
Los Angeles Unified School District

Lesson 4 - STUDENT TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

LEVEL \_\_\_\_\_

SCORE \_\_\_\_\_

DIRECTIONS: Circle the correct word or words in each line after the teacher says the number and word.

1. child      duties      address      busy
2. home      school      church      keep
3. children      come in      counselors      answer
4. high school      schools      office      elementary schools
5. help      job      hall      duty
6. here      hungry      angry      help
7. principal      intelligent      opinion      appointment
8. paper      principal      pencils      vice-principal
9. book      pen      busy      building
10. answers      books      records      from

School Nurse

Lesson 5

DIALOGUE

- S-1 We have a nurse at our school.  
S-2 You're lucky. They deal with health problems.  
S-1 Is your nurse busy?  
S-2 Yes, she's very busy.

VOCABULARY

- |                           |                   |
|---------------------------|-------------------|
| 1. nurse - enfermera      | 4. health - salud |
| 2. lucky - tener suerte   | 5. very - muy     |
| 3. deal with - tratar con | 6. sad - triste   |

SUBSTITUTION

They deal with health problems.  
school  
family  
home  
money

He deals with health problems.  
school  
family  
home  
money

Is your nurse busy?  
wife  
girlfriend  
husband  
boyfriend

Yes, she's very busy.  
he's

No, she isn't busy.  
he

You're lucky.  
unlucky.  
happy.  
sad.

Are you lucky?  
unlucky?  
happy?  
sad?

Yes, I am. No, I'm not.

READ

School nurses keep health records. They aren't doctors. They don't have medicine for children. Many schools don't have school nurses every day.

RESPONSE DRILL

Do school nurses keep health records?  
Yes, they do.

Are school nurses doctors?  
No, they aren't.

Do nurses have medicine for children?  
No, they don't.

Are nurses at all schools every day?  
No, they aren't.

WRITE AND PRACTICE

1. Ask a question. Use: busy, nurse

Is the \_\_\_\_\_?

2. Answer the question. Use: office, in, no

\_\_\_\_\_, she's \_\_\_\_\_ the \_\_\_\_\_.

**OBJECTIVE:** The learner will demonstrate his ability to understand at least seven out of ten English sentences taken from the Substitution sections of Lessons 1, 2, 4, and 5, by choosing from three illustrations the one that best illustrates each sentence as it is read only twice by the teacher.

Lesson 5 - STUDENT TEST  
TEACHER GUIDE

NOTE TO TEACHER: The correct answer follows each sentence.

1. They deal with health problems. (C)
2. I want to see the school counselor. (C)
3. Mario's at home. (A)
4. He's in the cafeteria. (B)
5. I have an appointment. (A)
6. They're at work. (B)
7. He's angry. (C)
8. They're at school. (B)
9. Please have a seat. (B)
10. They're at church. (A)

Lesson 5 - STUDENT TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

TEACHER'S NAME \_\_\_\_\_

LEVEL \_\_\_\_\_

SCORE \_\_\_\_\_

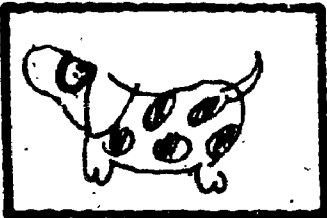
DIRECTIONS: The teacher will read a sentence only twice for each number (1-10).  
Decide which picture best illustrates the sentence and circle the  
A, B, or C above the picture.

A

B

C

1.

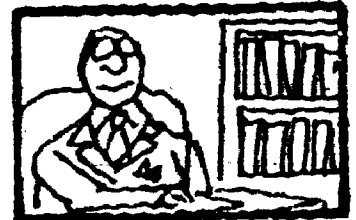
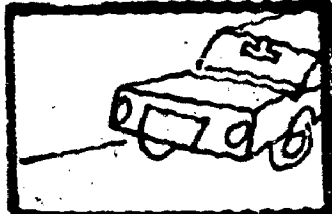
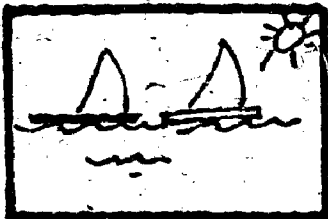


A

B

C

2.

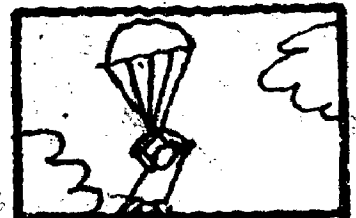
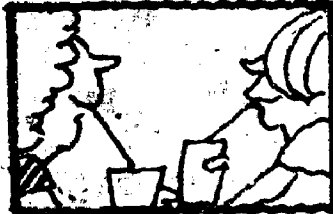
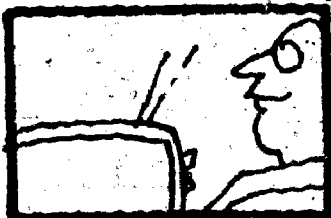


A

B

C

3.

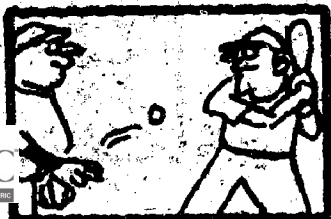


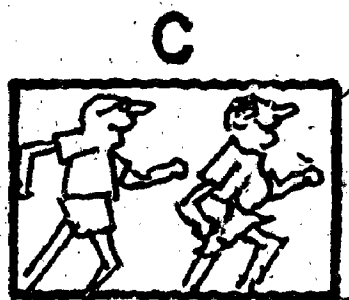
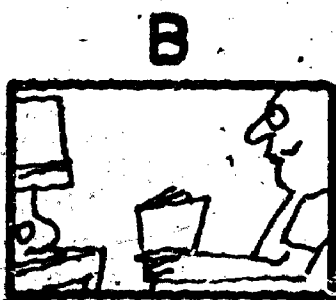
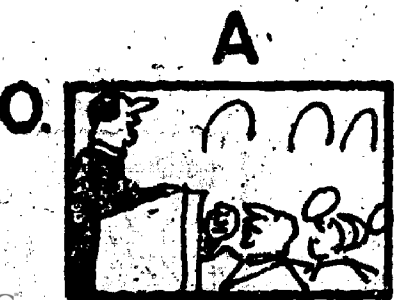
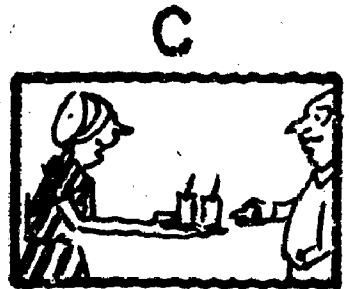
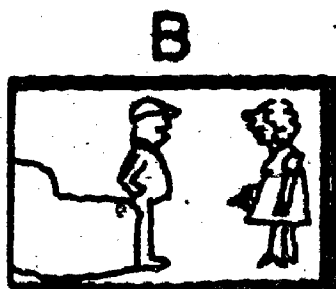
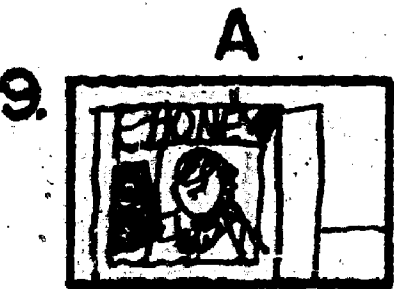
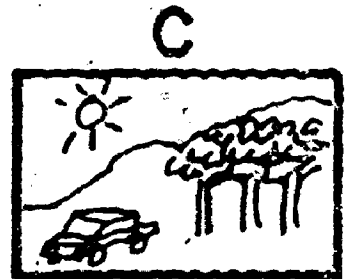
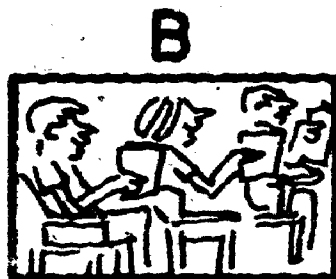
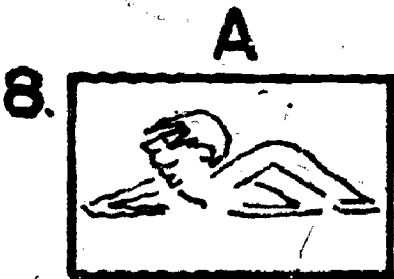
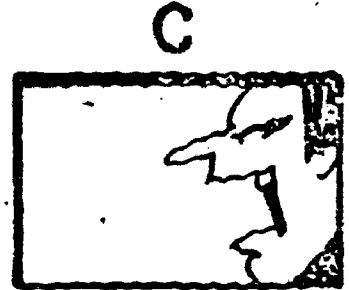
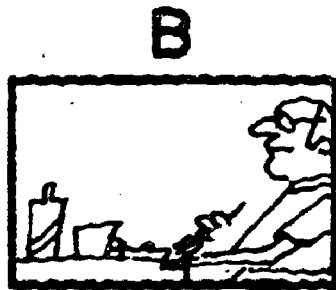
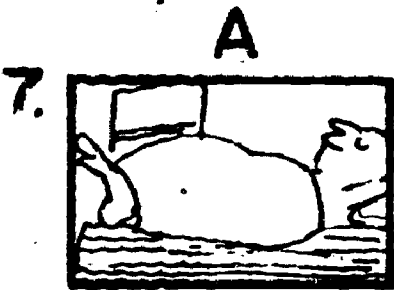
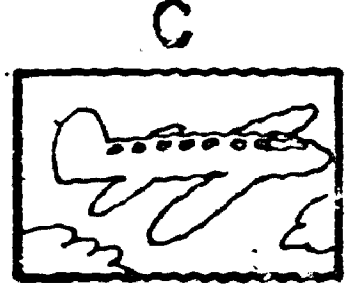
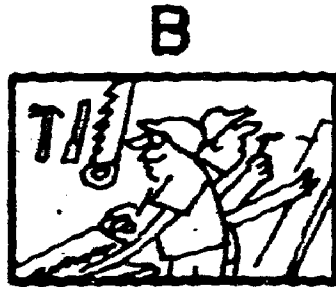
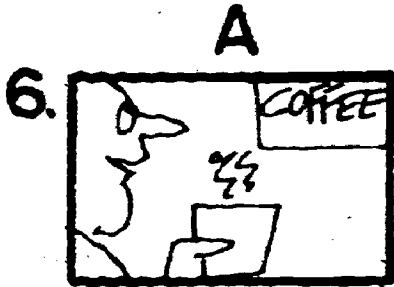
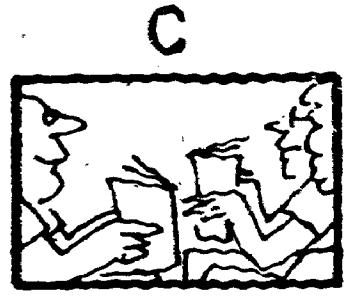
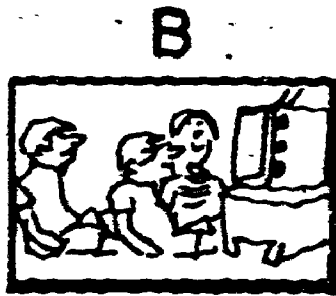
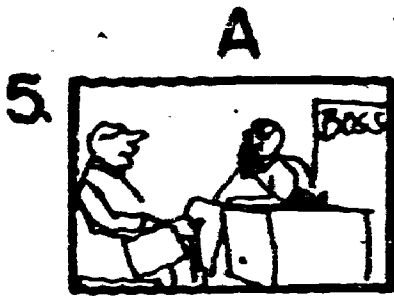
A

B

C

4.





COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

School Appointments

Lesson 6

DIALOGUE

- S-1 I have an appointment with the teacher.  
S-2 Please sit down. She isn't here now.  
S-1 Is she late?  
S-2 No. You're a little early.

VOCABULARY

- |                         |                               |
|-------------------------|-------------------------------|
| 1. teacher - maestro(a) | 4. with - con                 |
| 2. late - tarde         | 5. now - ahora, en el momento |
| 3. early - temprano     |                               |

SUBSTITUTION

She's here now.  
The teacher's  
Helen's  
My sister's  
He's  
Robert's  
The principal's  
My son's

She isn't here now.  
The teacher  
Helen  
My sister  
He.  
Robert  
The principal  
My son

Is she here now?  
the teacher  
Helen  
my sister  
he  
Robert  
the principal  
my son

Yes, she is.  
she(he)  
she  
she  
he  
he  
he(she)  
he

No, she isn't.  
she(he)  
she  
she  
he  
he  
he(she)  
he

Isn't she here now?  
the teacher  
Helen  
my sister  
he  
Robert  
the principal  
my son

Yes, she is.  
she(he)  
she  
she  
he  
he  
he(she)  
he

No, she isn't.  
she(he)  
she  
she  
he  
he  
he(she)  
he



## SUBSTITUTION (CONT'D)

Lesson 6

I have an appointment with the teacher.  
the principal.  
the vice-principal.  
the nurse.  
the counselor.

### READ

Robert has an appointment with the teacher. He's on time. The teacher's busy. Robert sits down and waits.

### RESPONSE DRILL

Is Robert early?  
No, he's on time.

Is Robert late?  
No, he's on time.

What does Robert do?  
He sits down and waits.

### INDIVIDUAL PRACTICE

1. Ask a question. Use: appointment, have, you

Do \_\_\_\_\_ an \_\_\_\_\_?

2. Answer a question. Use: an, yes, appointment.

\_\_\_\_\_, I have \_\_\_\_\_.

**OBJECTIVE:** The student will demonstrate an ability to recognize oral and written standard English, by underlining at least six out of seven correct sentences that are among seven selections read by the teacher.

Adult Basic Education Program  
Los Angeles Unified School District

Lesson 2 - STUDENT TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

LEVEL \_\_\_\_\_

SCORE \_\_\_\_\_

DIRECTIONS: Circle the correct word or words in each line after the teacher says the number and the word.

1. school far principal appointment
2. have a seat elementary school stand up come in
3. close children sit down busy hungry
4. excuse office principal appointment
5. room city hall office wait

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

Vice-Principal

Lesson 3

DIALOGUE

- S-1 Are you the principal?  
S-2 No, I'm not. I'm the vice-principal.  
S-1 What's your job?  
S-2 I help the principal.

VOCABULARY

- |                                  |                  |
|----------------------------------|------------------|
| 1. vice-principal - sub-director | 3. help - ayudar |
| 2. job - trabajo                 | 4. I'm - yo soy  |

SUBSTITUTION

What's your name?  
                  address?  
                  phone number?

My name's \_\_\_\_\_  
          address is \_\_\_\_\_  
          phone number's \_\_\_\_\_

Are you the principal?  
Is he  
Is she

Yes, I am.  
he is.  
she is.

No, I'm not.  
he's  
she's

Are you the principal?  
                  vice-principal?  
                  teacher?

Yes, I am.

No, I'm not.

READ

A vice-principal is an assistant. He helps the principal. Large schools have a vice-principal. Some very large schools have two vice-principals.

RESPONSE DRILL

What's a vice-principal?  
He's an assistant.

What's his job?  
He helps the principal.

Is he the principal?  
No, he isn't. He's the vice-principal.

## WRITE AND PRACTICE

### Lesson 3

1. Ask a question. Use: vice-principal, you

Are \_\_\_\_\_ the \_\_\_\_\_?

2. Answer the question. Use: not, principal, no

\_\_\_\_\_, I'm \_\_\_\_\_. I'm the \_\_\_\_\_.

3. My name is \_\_\_\_\_.

4. My address is \_\_\_\_\_.

5. My phone number is \_\_\_\_\_.

**OBJECTIVE:** The student will be able to define at least twelve out of the fifteen selections in the first three vocabulary lists, as shown by a matching test given by the teacher.

Adult Basic Education Program  
Los Angeles Unified School District

Lesson 3 - STUDENT TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

LEVEL \_\_\_\_\_

SCORE \_\_\_\_\_

DIRECTIONS: Choose the correct English words and write them in the blanks.

close  
school  
have a seat  
principal  
high school

appointment  
elementary school  
far  
busy  
children

office  
vice-principal  
help  
job  
I'm

1. lejos
  2. escuela secundaria
  3. yo soy
  4. cita
  5. oficina, despacho
  6. escuela primaria
  7. ayudar
  8. director
  9. escuela
  10. niños, hijos
  11. ocupado(a)
  12. trabajo
  13. sientese
  14. sub-director
- cerca

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

Adult Basic Education Program  
Los Angeles Unified School District

COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

School Counselor

Lesson 4

DIALOGUE

- S-1 Schools have counselors.  
S-2 What are their duties?  
S-1 They help students and they keep records..  
S-2 I want to see the school counselor.  
S-1 He's here every Monday.

VOCABULARY

- |                          |                       |
|--------------------------|-----------------------|
| 1. counselor - consejero | 4. records - archivos |
| 2. duties - obligaciones | 5. here - aqui        |
| 3. keep - guardar        |                       |

SUBSTITUTION

Schools have counselors.  
principals.  
vice-principals.  
teachers.

They help students.  
children.  
parents.

I want to see the school counselor.  
principal.  
vice-principal.  
teacher.

He's here every Monday.  
Tuesday.  
Wednesday.  
Thursday.  
Friday.

READ

Elementary, junior high, high schools, and adult schools have many classes. Counselors help students with their classes and problems. They keep student records, too.

RESPONSE DRILL

Who keeps records in high school?

Counselors keep student records.

Who helps students with their classes and problems?

Counselors help students with their classes and problems.

RESPONSE DRILL (CONT'D)

Lesson 4

Are there counselors in your school?

Yes, there are.

No, there aren't.

WRITE AND PRACTICE

1. Ask a question. Use: their, what, are

\_\_\_\_\_ duties?

2. Answer the question. Use: students, they, help

**OBJECTIVES:** The student will be able to recognize by sight and sound eight out of ten of the selections from the vocabulary lists in Lessons 1 - 4.

**RESOURCES:** Examples of the records counselors keep at all levels of public schools (Cumulative Record Cards, transcripts, etc.).

Adult Basic Education Program  
Los Angeles Unified School District

Lesson 4 - STUDENT TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

LEVEL \_\_\_\_\_

SCORE \_\_\_\_\_

DIRECTIONS: Circle the correct word or words in each line after the teacher says the number and word.

1. child      duties      address      busy
2. home      school      church      keep
3. children      come in      counselors      answer
4. high school      schools      office      elementary schools
5. help      job      hall      duty
6. here      hungry      angry      help
7. principal      intelligent      opinion      appointment
8. paper      principal      pencils      vice-principal
9. book      pen      busy      building
10. answers      books      records      from



School Nurse

Lesson 5

DIALOGUE

- S-1 We have a nurse at our school.  
S-2 You're lucky. They deal with health problems.  
S-1 Is your nurse busy?  
S-2 Yes, she's very busy.

VOCABULARY

- |                           |                   |
|---------------------------|-------------------|
| 1. nurse - enfermera      | 4. health - salud |
| 2. lucky - tener suerte   | 5. very - muy     |
| 3. deal with - tratar con | 6. sad - triste   |

SUBSTITUTION

They deal with health problems.  
school  
family  
home  
money

He deals with health problems.  
school  
family  
home  
money

Is your nurse busy?  
wife  
girlfriend  
husband  
boyfriend

Yes, she's very busy.  
  
he's

No, she isn't busy.  
  
he

You're lucky.  
unlucky.  
happy.  
sad.

Are you lucky?  
unlucky?  
happy?  
sad?

Yes, I am. No, I'm not.

READ

School nurses keep health records. They aren't doctors. They don't have medicine for children. Many schools don't have school nurses every day.

RESPONSE DRILL

Do school nurses keep health records?  
Yes, they do.

Are school nurses doctors?  
No, they aren't.

Do nurses have medicine for children?  
No, they don't.

Are nurses at all schools every day?  
No, they aren't.

WRITE AND PRACTICE

1. Ask a question. Use: busy, nurse

Is the \_\_\_\_\_?

2. Answer the question. Use: office, in, no

\_\_\_\_\_, she's \_\_\_\_\_ the \_\_\_\_\_.

**OBJECTIVE:** The learner will demonstrate his ability to understand at least seven out of ten English sentences taken from the Substitution sections of Lessons 1, 2, 4, and 5, by choosing from three illustrations the one that best illustrates each sentence as it is read only twice by the teacher.

Lesson 5 - STUDENT TEST  
TEACHER GUIDE

NOTE TO TEACHER: The correct answer follows each sentence.

1. They deal with health problems. (C)
2. I want to see the school counselor. (C)
3. Mario's at home. (A)
4. He's in the cafeteria. (B)
5. I have an appointment. (A)
6. They're at work. (B)
7. He's angry. (C)
8. They're at school. (B)
9. Please have a seat. (B)
10. They're at church. (A)

Lesson 5 - STUDENT TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

TEACHER'S NAME \_\_\_\_\_

LEVEL \_\_\_\_\_

SCORE \_\_\_\_\_

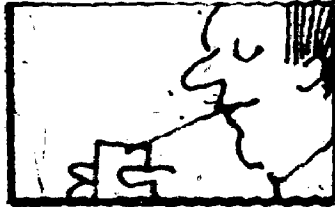
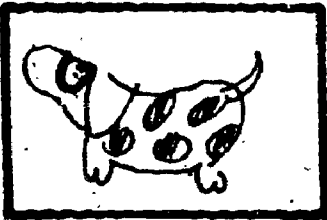
DIRECTIONS: The teacher will read a sentence only twice for each number (1-10).  
Decide which picture best illustrates the sentence and circle the  
A, B, or C above the picture.

A

B

C

1.

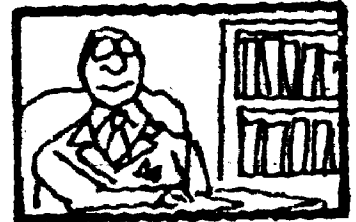
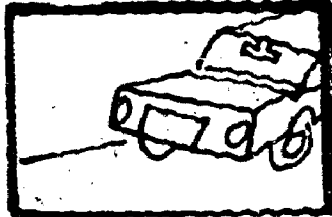
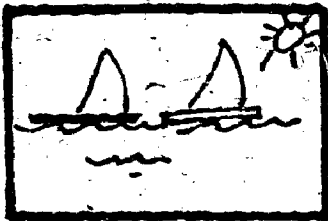


A

B

C

2.

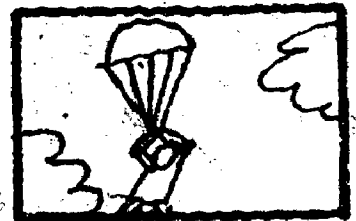
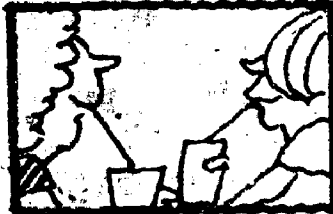
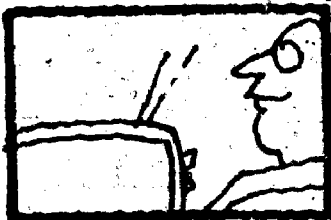


A

B

C

3.

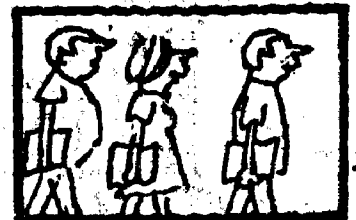
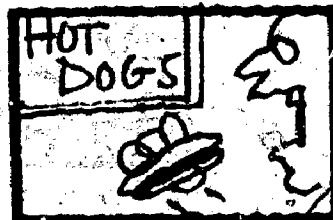
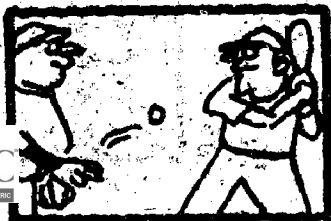


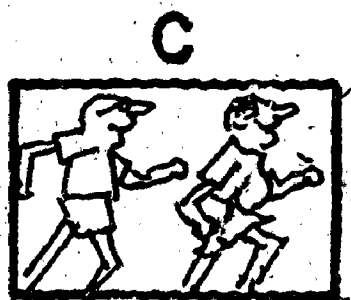
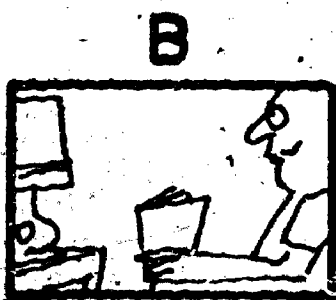
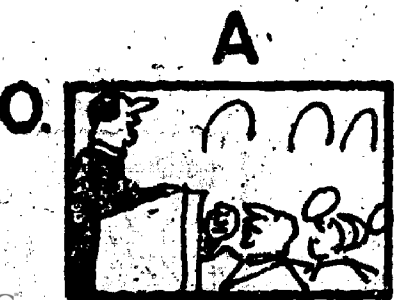
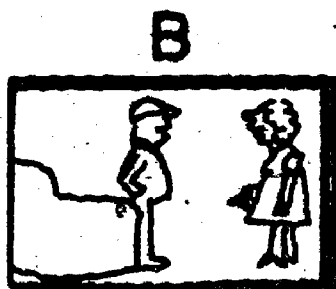
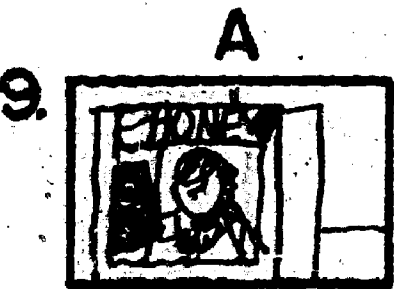
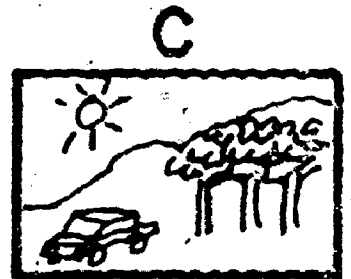
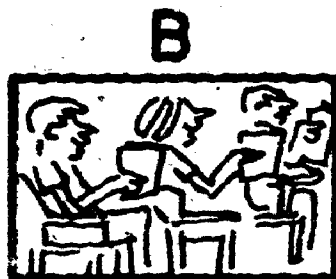
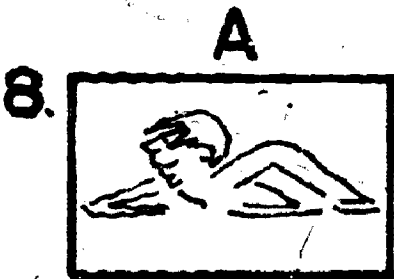
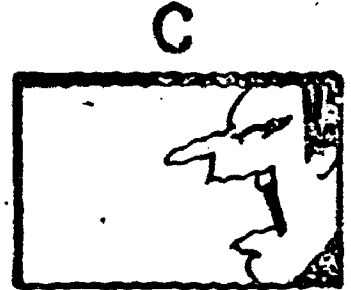
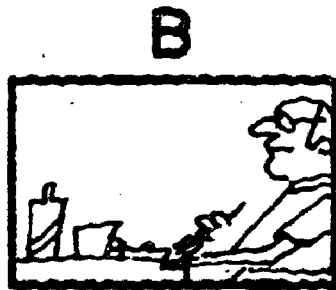
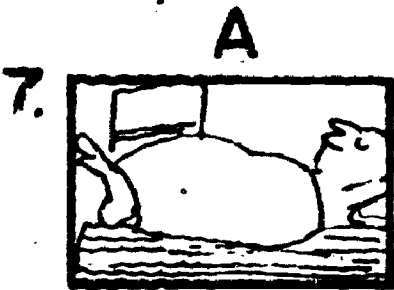
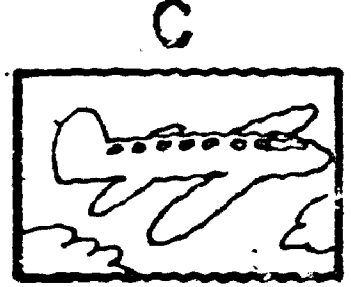
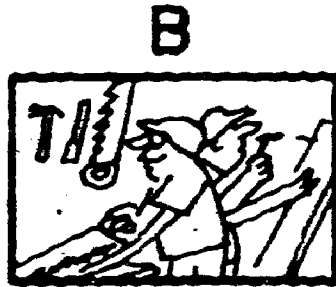
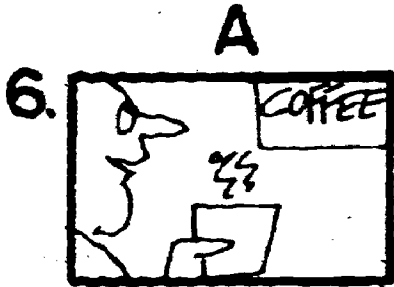
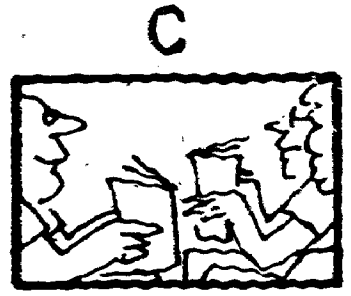
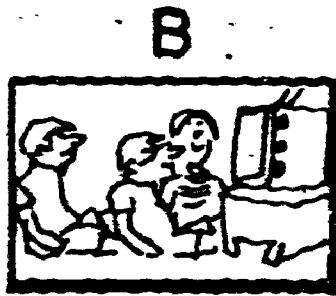
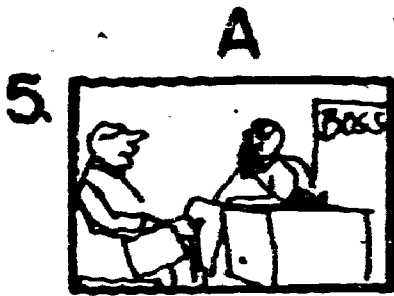
A

B

C

4.





COMMUNICATION SKILLS: HOME-SCHOOL-COMMUNITY

School Appointments

Lesson 6

DIALOGUE

- S-1 I have an appointment with the teacher.  
S-2 Please sit down. She isn't here now.  
S-1 Is she late?  
S-2 No. You're a little early.

VOCABULARY

- |                         |                               |
|-------------------------|-------------------------------|
| 1. teacher - maestro(a) | 4. with - con                 |
| 2. late - tarde         | 5. now - ahora, en el momento |
| 3. early - temprano     |                               |

SUBSTITUTION

She's here now.  
The teacher's  
Helen's  
My sister's  
He's  
Robert's  
The principal's  
My son's

She isn't here now.  
The teacher  
Helen  
My sister  
He.  
Robert  
The principal  
My son

Is she here now?  
the teacher  
Helen  
my sister  
he  
Robert  
the principal  
my son

Yes, she is.  
she(he)  
she  
she  
he  
he  
he(she)  
he

No, she isn't.  
she(he)  
she  
she  
he  
he  
he(she)  
he

Isn't she here now?  
the teacher  
Helen  
my sister  
he  
Robert  
the principal  
my son

Yes, she is.  
she(he)  
she  
she  
he  
he  
he(she)  
he

No, she isn't.  
she(he)  
she  
she  
he  
he  
he(she)  
he

I have an appointment with the teacher.  
the principal.  
the vice-principal.  
the nurse.  
the counselor.

READ

Robert has an appointment with the teacher. He's on time. The teacher's busy. Robert sits down and waits.

RESPONSE DRILL

Is Robert early?  
No, he's on time.

Is Robert late?  
No, he's on time.

What does Robert do?  
He sits down and waits.

INDIVIDUAL PRACTICE

1. Ask a question. Use: appointment, have, you

Do \_\_\_\_\_ an \_\_\_\_\_?

2. Answer a question. Use: an, yes, appointment.

\_\_\_\_\_, I have \_\_\_\_\_.

**OBJECTIVE:** The student will demonstrate an ability to recognize oral and written standard English, by underlining at least six out of seven correct sentences that are among seven selections read by the teacher.